

THE RELATIONSHIP OF SELECTED INSTITUTIONAL VARIABLES
TO COMMUNITY COLLEGE FOUNDATION REVENUE

By

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A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL
OF THE UNIVERSITY OF FLORIDA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

2002

to my
mother and father

ACKNOWLEDGMENTS

I am grateful for my dissertation chair Dr. Dale F. Campbell and cochair Dr. Barbara J. Keener. From the beginning of my graduate studies at the University of Florida, Dr. Campbell inspired me to think about the future educational needs of students, the valuable role of community colleges, and the leadership needed in higher education. I am indebted to Dr. Keener, who initiated this research study and sustained it through her continued enthusiasm, guidance, and support. I greatly appreciate my two dissertation committee members, Dr. Anne Seraphine and Dr. David Honeyman. From Dr. Seraphine, I gained the confidence and skills I needed for quantitative research; I am thankful for her teaching and advising. I also thank Dr. David Honeyman, whose pragmatic suggestions helped me to structure this dissertation and whose sense of humor helped me to get through it.

I wish to acknowledge Dr. James Wattenbarger. During classes, he shared the history of community colleges as his own personal story, and, in conversations, he could be counted on for his sage advice and common sense. Dr. Karen Luke Jackson was also very helpful to me as I developed this study. I am grateful for her inspiration and generosity. I thank the professionals associated with the Council for Resource Development for their suggestions and support.

At Rollins College, there are many people to thank. I appreciate the encouragement I received from faculty—especially Dr. Edward J. Harrell, Dr. Larry Holt, and Dr. Sandra McIntire—and staff, particularly, Marianne Bartman and Laura Salmen.

I also appreciate the expertise kindly provided to me by Dr. James Eck. Without the support I received from Dr. Patricia Lancaster, I would not have been able to take all the classes required for my degree while working full time. I thank her for providing me with the opportunities to advance in my career and for being a valued mentor and loyal friend. I also thank Dr. James Malek for his trust and belief in me, for the professional opportunities he has afforded me, and for his integrity and magnanimous example. I value the tremendous benefit I have had of learning from Dr. Rita Bornstein, Rollins College's thirteenth president, who exemplifies what presidential commitment to philanthropy can do to enhance a college. I greatly appreciate her personal encouragement and inspiration.

Amanda Cosat and Sherry Meaders deserve my special acknowledgment and thanks. As study partners in the doctoral program, we developed a close and lasting friendship. Together, we shared intellectual development, laughter, personal trials, and professional triumphs. I am indebted to them for their understanding and support and for making the journey enjoyable. To my doctoral cohort peers, who know the true meaning of "commitment," I am grateful for the learning and personal bonds we still share.

I wish to express my love and appreciation for my late father, William James McEntee, who, as an educator, set my path and gave me the strength to pursue this degree; my mother, Agnes Bentley McEntee, whose love and belief in me will forever sustain me; my sister, Arleen McEntee, who often helped me by listening and offering her insight and advice; and my sister, Linda McEntee Kallner, who lifted my spirits with her humor, wisdom, and unwavering confidence in me.

I could not have completed this doctoral program without Dr. Henry Nash Carrier, my husband, whose love and support, devotion to family, and self-sacrifice made it possible for me to pursue my dreams. Our children, Chelsea Katherine and Nathan Henry—ages 8 and 10 upon completion of my doctoral program—deserve my heartfelt thanks for their support, understanding, and love.

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Abstract of Dissertation Presented to the Graduate School
of the University of Florida in Partial Fulfillment of the
Requirements for the Degree of Doctor of Philosophy

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December 2002

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Major Department: Educational Leadership, Policy, and Foundations

This study examined the annual revenue gained by community college foundations in relation to selected variables associated in the literature with successful foundation performance. Systems theory provided the conceptual framework for analyzing the foundation subsystem's interconnections and interdependencies with its next higher system level, the college.

The outcome variable was the amount of foundation revenue gained in 1998-1999 from individuals, community organizations, corporations, external foundations, state matching programs, and endowment interest and investments. The explanatory variables were the foundation operating budget; degree to which the president, chief resource development officer, and foundation board member individually were rated as playing a critical role in the foundation operation; degree to which meeting institutional strategic

goals was rated as an important factor in evaluating the foundation operation; college geographic location; college size; and college endowment.

The population was limited to two-year United States public community colleges that held membership in the Council for Resource Development (CRD) one or more years between 1998 and 2001. Data were obtained primarily through a survey instrument, which was completed by a resource development professional at each institution.

A simultaneous multiple regression test was performed, and it was concluded that the regression model accounted for approximately half of the variance in foundation revenue, indicating a good overall fit of the selected explanatory variables to the outcome variable and a strong joint association that holds for the population. Of the explanatory variables, those having a significant and positive relationship to foundation revenue were college endowment, foundation board member, and college size.

Conclusions regarding the significant and insignificant variables were presented, and implications were addressed from a systems perspective. Further research was recommended regarding the president's role at various system levels—external and internal to the college—as related to resource development. A more in-depth analysis of how community college foundation operations are funded was suggested so that the relationship of foundation operating budgets to foundation revenues can be compared consistently across institutions. Follow-up studies were recommended to examine foundation revenue relative to external influences on the college, endowment investment policies and spending rates, foundation board functions, and donor motivation.

CHAPTER 1 INTRODUCTION

Philanthropic giving to community colleges is a relatively recent and increasingly essential activity (Brittingham & Pezzullo, 1990). Financial support of public community colleges, historically, has come from local and state taxes and tuition fees (Wattenbarger, 1982). Due to declining state and local tax support, public community colleges have had to rely more on additional external revenue sources for basic operations (Merisotis & Wolanin, 2000; Phillippe & Eblinger, 1998). It has been suggested, however, that, as service providers, community colleges could suffer potentially detrimental effects over time through increased dependence on private funds to balance their budgets (Bock & Sullins, 1987). Yet, the role of resource development in community colleges is an important means of diversifying the community college funding base (Glass & Jackson, 1998b).

The percent of all state appropriations to higher education in the early 1990s ranged from 12% to 15% and by mid-decade had fallen to about 8% to 11%. Contributing factors including the recession of the early 1990s, a fiscally conservative stance at all government levels, a near moratorium on raising taxes, and increasing public demand for services caused states to absorb the additional burden for funding public programs. Increased spending for medical services, corrections, K-12 education, welfare, and various public agencies compressed the funds available for higher education (Alfred,

1996; Leslie & Fretwell, 1996). Compounding the problem has been the rejection, on the part of voters, of any new tax proposals (Lorenzo, 1994; Parsons, 1994).

In response to unsteady tax-dollar support and cuts in state appropriations, public colleges and universities increasingly have sought and relied upon support from the private sector (Moore, 2000). Private support of higher education, of course, is not a new phenomenon. Colleges have engaged in efforts to secure funds to operate since the first documented mission in 1641 to send three clergymen to England on Harvard's behalf (Cutlip, 1965/1990). The Kansas University Endowment Association, established in 1893, was the first institutionally affiliated foundation to be established for support of a university (Rennebohm, 1981).

Foundations, most often associated with institutions created under state statute, have allowed such institutions a vehicle for fund raising, provided flexibility in administrative and investment decisions, and encouraged volunteer involvement and leadership (Rennebohm, 1981). The statutory restrictions that apply to college staff and governing boards do not apply to foundations, which have organizational and legal independence from the colleges they serve to enhance (Cohen & Brawer, 1996). These foundations have forged productive partnerships, provided discretionary funds, and served as safety nets and as catalysts for change (Moore, 2000). The primary reason that most of the older foundations were established, however, was for the purpose of channeling gifts to create a "margin of excellence" for these institutions (Rennebohm, 1981, p. 317). Over the past decade, however, college and university foundations originally created to enhance excellence now support endowments and day-to-day operations (Moore, 2000).

Community colleges were the last division of higher education to engage in fund raising (Anderson & Snyder, 1993; Brittingham & Pezzullo, 1990). While the oldest established community college foundations have been traced back to Long Beach City College in 1922, Santa Monica City College in 1955, and Vincennes University in 1949, Illinois' Highlands Community College, which established its foundation in 1962, is often cited as establishing the first foundation, most likely because its story was documented in *The Junior College Journal* (Robison, 1982).

It was not until later, however, that the establishment of community college foundations gained momentum, with over 80% of these foundations being established after the late 1960s (Robison, 1982). This growth paralleled that of community colleges, which, in 1960, served 11% of the total enrollment in higher education as compared with 35% of the total by 1979 (Breneman & Nelson, 1981). Passage of the 1965 Higher Education Act, tax-exemption rulings by the Internal Revenue Service, and the decline in public funds positively influenced the establishment of community college foundations, rare before the 1970s, but commonplace by 1980 (Angel & Gares, 1989).

In the 1970s, professional organizations began addressing the need for professional recognition and support of community college resource development personnel and their efforts. The newly chartered National Council for Resource Development (NCRD), an affiliate organization of the then-named American Association of Community and Junior Colleges (AAJC), provided training and assistance to its constituents, and, in 1974, the Council for Advancement and Support of Education (CASE) allowed community college membership (Glass & Jackson, 1998a; Smith, 1993). By 1988, NCRD recorded over one thousand members and the "emergence of a new

profession on two-year campuses across the county” (Parnell, 1988, p. xviii). By 1990, it was predicted that “resource development will be an integral part of the day-to-day operations of the college as well as an integral part of planned change and renewal of the institution” (Bender & Daniel, 1986, p. 23). It is forecasted that the role of institutional advancement in community colleges will become increasingly important (Parsons, 1994).

Statement of the Problem

Until recent history, scholarly attention has not focused on fund raising and its theoretical context; such scholarship and reflection are necessary to inform higher education fund-raising practices (Brittingham & Pezzullo, 1990; Payton, Rosso, & Tempel, 1991). College presidents, governing boards, and fund raisers are interested in knowing which organizational patterns, program characteristics, and techniques are associated with more effectiveness (Brittingham & Pezzullo, 1990). The escalating costs involved in fund raising, along with the tremendous benefits that an organization can realize through fund-raising success, make it critical to discern what factors influence fund-raising results (Duronio & Loessin, 1993). Understanding the larger environment within which fund raising takes place is necessary for a balanced and enlightened approach to fund raising (Payton et al., 1991).

The existing literature regarding philanthropy and higher education mostly pertains to those four-year institutions with long histories of giving and well-established offices of institutional advancement (Phillippe & Eblinger, 1998). The scarcity of research for community college resource development efforts may be due, in part, to the relative youth of community college foundations, as compared with their older counterparts in four-year institutions (Jenkins & Glass, 1999). Compounding the problem

is that the majority of the literature regarding community colleges does not account for the diversity in institutional size, geographic location, and governance among community colleges (Katsinas, 1996). Likewise, the success of fund-raising programs is not often analyzed with attention to institutional size, location, degree level, mission, and other important factors (Brittingham & Pezzullo, 1990).

Differences in institutional type have been shown to be important in identifying the characteristics of effective fund-raising operations (Duronio & Loessin, 1991b). The number and wealth of alumni (capacity), the maturity of the fund-raising program (history), and the institutional priority—including resource commitment (effort)—have been linked to effectiveness when comparing resource development programs of various institutional types (Brittingham & Pezzullo, 1990). While community colleges have adopted elements from the senior institution models of institutional advancement, these institutions, with their fully staffed development offices, sizable endowments, and strong alumni support, are not characteristic of most community colleges (Glass & Jackson, 1998a; Phillippe & Eblinger, 1998). Additionally, some development activities typical to four-year colleges may not be applicable to community colleges (Luck & Tolle, 1978).

Overall, community colleges have not placed an emphasis on traditional alumni activities, and their development staffing assignments have consisted of one-person and part-time support (Smith, 1993). Instead of relying on alumni allegiance, community colleges have turned to the community itself for resources and foundation viability (Conrad, Davis, Duffy, & Whitehead, 1986; Degerstedt, 1982). Seeking external funding for community colleges ideally involves a balanced approach “that leverages public dollars with private, builds on established business relationships to create major gift

opportunities for donors, and focuses on meeting the needs of a college by meeting the needs of its students and surrounding community” (Brumbach & Bumphus, 1993, p. 15).

While the community college foundation is the “nucleus” for the college’s resource development efforts, integration of these efforts with the college’s management and advancement functions is necessary: “Resource development cannot be visualized as a separate area, striving solely to procure external dollars for random college purposes” (Keener, 1982, p. 5). Most research available on public community college fund-raising effectiveness focuses on characteristics within the foundation, but it is the community college and the forces therein that help shape the success of the foundation (Koelkebeck, 1994).

Philanthropic support of public community colleges and the elements within these colleges that encourage such support have not been fully examined. A lack of comprehensive data on community college foundation performance has precluded accurate analysis of the value added by these foundations (Craft & Guy, 2002). The only consistent national data for resource development activity in higher education are gained through the Voluntary Support of Education annual survey conducted by the Council for Aid to Education (Glass & Jackson, 1998a). While the Council has conducted the annual Voluntary Support of Education (VSE) survey since 1954-1955, participation has never been more than half of all higher-education institutions and has varied greatly by institutional type (Council for Aid to Education, 2000). In 1998 and 1999, only 75 public community colleges participated in the VSE survey, and in 2000, only 73 reported (Council for Aid to Education, 2000; Council for Aid to Education, 2001). The National Center for Education Statistics, Council for Resource Development, and American

Association of Community Colleges have provided additional information, as have the various scholarly works discussed in this study, but much about the condition, effectiveness, and impact of resource development efforts in public community colleges has yet to be analyzed.

Purpose of the Study

The purpose of this study was to examine the annual revenue of United States public community college foundations in relation to selected variables associated in the literature with successful foundation performance. The outcome variable was the amount of foundation revenue gained in 1998-1999 from individuals, community organizations, corporations, external foundations, state matching programs, and endowment interest and investments. The explanatory variables of interest were the foundation operating budget; the degree to which the president, chief resource development officer, and foundation board member individually were rated as playing a critical role in the foundation operation; the degree to which meeting institutional strategic goals was rated as an important factor in evaluating the foundation operation; the college geographic location; the college size; and the college endowment. The proposed regression model was as follows: Foundation Revenue = β_0 (foundation operating budget) + β_1 (critical role of college president) + β_2 (critical role of chief development officer) + β_3 (critical role of foundation board member) + β_4 (importance of meeting institutional strategic goals) + β_5 (college geographic location) + β_6 (college size) + β_7 (college endowment).

Related literature, as discussed in Chapter 2, suggests that there should be a statistically significant and positive relationship between the foundation revenue and each of the following variables: the amount of the foundation operating budget, the degree to

which the college president is rated as critical to the foundation operation, the degree to which the chief resource development officer is rated as critical to the foundation operation, the degree to which the foundation board member is rated as critical to the foundation operation, the degree to which meeting institutional strategic goals is rated as an important foundation evaluation factor, the more urban the college geographic location, the greater the college size, and the larger the college endowment.

The research questions guiding the study were as follows:

1. What is the relationship between the foundation revenue and the foundation operating budget when controlling for the other explanatory variables of interest in the proposed regression model?
2. What is the relationship between the foundation revenue and the degree to which the college president is rated as playing a critical role in the institution's foundation operation when controlling for the other explanatory variables of interest in the proposed regression model?
3. What is the relationship between the foundation revenue and the degree to which the chief resource development officer is rated as playing a critical role in the institution's foundation when controlling for the other explanatory variables of interest in the proposed regression model?
4. What is the relationship between the foundation revenue and the degree to which the foundation board member is rated as playing a critical role in the institution's foundation when controlling for the other explanatory variables of interest in the proposed regression model?
5. What is the relationship between the foundation revenue and the degree to which meeting institutional strategic goals is rated as an important factor in evaluating the institution's foundation operation when controlling for the other explanatory variables of interest in the proposed regression model?
6. What is the relationship between the foundation revenue and the college geographic location when controlling for the other explanatory variables of interest in the proposed regression model?
7. What is the relationship between the foundation revenue and the college size when controlling for the other explanatory variables of interest in the proposed regression model?

8. What is the relationship between the foundation revenue and the college endowment when controlling for the other explanatory variables of interest in the proposed regression model?

Definition of Terms

For purposes of this study, the following definitions were used:

Chief resource development officer—In a community college, the chief resource development officer generally has responsibility for identifying, developing, and cultivating public and private funding opportunities that support institutional mission and needs; initiating and maintaining advocacy relationships with constituents both internal and external to the college; and supervising and managing staff, foundation operations, investments, budgets, and other resources essential to these functions (Brumbach, 1994).

Community college—The community college is defined as “any institution accredited to award the Associate in Arts or the Associate in Science as its highest degree” including private and public comprehensive two-year colleges and technical institutes (Cohen & Brawer, 1996, p. 5). “Community college” is the term used in this study to describe the responding institutions, which included multi-college districts, multi-campus districts, single community colleges, junior colleges, and technical institutes.

Development—A sophisticated and continuous process, “development” or “fund development” requires broad understanding of the institution, long-term relationship building, and commitment to the institution’s financial and physical growth. More commonly called “resource development” in the community colleges, the process emanates from the institution’s academic plan, in which the institution’s priorities and needs are identified. It includes identifying, cultivating, informing, and involving

prospective donors and other funding sources; preparing and making solicitations or submitting grant applications; and providing gift stewardship and monitoring of externally funded projects through reports and personal communication with the donor or funding source (Boguch, 1994; Keener, 1982; Worth, 1993a, 1993b).

Endowment—An institution’s endowment refers to funds that are invested with the expectation that the principal will remain intact and that the income generated will support institutional needs, programs, and activities (Worth, 1993b).

External funding—In community colleges, external funding is a “hybrid activity that merges grants writing and donor relations expertise with planning, instructional methods and programs, and advocacy” (Brumbach & Bumphus, 1993, p. 19).

Foundation—A foundation that is institutionally related “exists solely for the purpose of raising, managing, and disbursing funds to support the programs of a specific (usually public) college or university” (Worth, 1993b, p. 417).

Fund raising—Requiring communicative and interpersonal skills, fund raising is “episodic” in nature and constitutes an institution’s gift solicitation programs and activities focused on meeting particular objectives or goals (Worth, 1993a, p. 7, 1993b).

Institutional advancement—“In its broadest sense, institutional advancement is a state of mind that must pervade all aspects of the institution’s life. It is an attitude of optimism and ambition that drives an institution’s desire to grow and improve in a competitive environment” (Worth, 1993a, p. 5). It encompasses “all those programs and activities undertaken by a college or university to develop understanding and support from all its publics for its educational goals” (Rowland, 1977, p. xi). “The term usually

includes the professional specialties of educational fund raising, alumni relations, public relations and publications, student recruitment and marketing, and government relations” (Worth, 1993b, p. 417).

Philanthropy—The term “philanthropy” refers to the “tradition in which individuals contribute, for reasons of altruism, their time and financial resources to nonprofit institutions, with the goal of improving society” (Worth, 1993b, p. 418). Unlike charity, which is an immediate act of goodness directed toward cases of human suffering and unfortunate conditions, philanthropy is voluntary giving, service, and association meant to elevate humankind over an extended period of time (Fisher, 1989b).

President—The college “president” refers to the chief executive officer of an educational institution. For purposes of analysis in this study, distinctions are not made among the titles of “president,” “campus president,” “district president,” or “chancellor.”

Public college—A “public college” is “an institution partially or fully supported by public funds made available by state, county, and/or local taxes” (Luck & Tolle, 1978).

Voluntary support—This term describes “all gifts and noncontractual grants given to colleges and universities, defined in accordance with accounting standards established by the Council for Advancement and Support of Education and the National Association of College and University Business Officers” (Worth, 1993b, p. 420). Voluntary support, as defined, excludes income from investments and endowed funds as well as support from local, state, and federal governments and government agencies (Jacobson, 1978b).

Delimitations and Limitations

Delimitations

This research was conducted with the following delimitations:

1. The population for this study was limited to two-year United States public community colleges that held membership in the Council for Resource Development (CRD) one or more years between 1998 and 2001 (Council for Resource Development, 1998, 1999, 2000, 2001).
2. Data in regard to community college foundation operations were obtained primarily through the use of a survey instrument, which was completed by a resource development professional at each institution.
3. This study examined the resource development function connected only with funds gained in connection with private giving and foundation operations, not the grant development, contract operations, property holdings, or auxiliary functions of the colleges.

Limitations

This research was conducted acknowledging the following limitations:

1. The results of this study may be generalized only to United States public community colleges that were members of the CRD one or more years between 1998 and 2001.
2. This study relied on the 1998-1999 data reported by individual resource development professionals who responded to the survey instrument; data obtained through the survey instrument were based on the knowledge, perceptions, records and/or estimates of the responding resource development professional at the respective community colleges. Additional information was obtained from CRD membership directories and the Integrated Postsecondary Education Data System (IPEDS).
3. The outcome variable used for quantitative analysis throughout this study was the 1998-1999 foundation revenue gained from individuals, community organizations, corporations, external foundations, state matching programs, and endowment interest and investments. A review of the literature reveals that while total annual dollars raised may be one way to measure a foundation's success, there are other methods.
4. The influence of economic factors, including socio-economic conditions, tax laws, or the fluctuation of public support that might affect philanthropic giving, were factors beyond the scope of this study.

Significance of the Study

Contemporary discussions of leadership and organizational effectiveness point to the importance of examining an organization's performance as part of an entire system rather than a function of isolated factors (Senge, 1990; Wheatley, 1994). Such discussions have their origin in systems theory, which was applied by social scientists to examine organizational structures, relationships, and interdependence (Katz & Kahn, 1978). Systems theory has been suggested as an appropriate framework for research pertaining to fund raising and development (Clements, 1990; Kelly, 1998; Koelkebeck, 1994; Murray, 1987).

Research in the field of resource development for community colleges is relatively new (Jenkins & Glass, 1999). Comprehensive national data on community college resource development have been lacking, and the existing data do not fully represent the increased levels of support over the last decade (Jackson & Keener, 2002). Additionally, an appropriate theoretical framework for discussing fund raising and development, especially at community colleges, has lagged behind other educational issues (Jackson & Glass, 2000).

The justification exists, therefore, to examine the performance of community college foundation operations from a conceptual framework based on systems theory. Fundamental to systems theory is the understanding that there are various levels of systems and interconnections among them and that information regarding the higher, more complex, system level is valuable in understanding what happens in the system below it (Katz & Kahn, 1978). Also important is that system inputs, processes, roles, and relationships are integral to system outcomes (Katz & Kahn, 1978; Van Gigch, 1978).

Grounding this study in systems theory, this researcher analyzed the foundation subsystem's interconnections and interdependencies with its next higher system level, the college. This researcher hoped to determine if key variables within the college system and foundation subsystem had a significant and positive relationship to foundation revenue. Ultimately, the significance of the study would be to advance the theoretical understanding of community college resource development.

As community colleges continue to seek additional external funding, it is incumbent upon trustees, presidents, and chief resource development officers to understand relevant organizational analysis as applied to their institutions and the implications of such research for policy, administration, and implementation. Attention to key variables for resource development in community colleges may provide for greater fund-raising potential for community colleges nationwide.

Overview of the Methodology

Resource development professionals in the Council for Resource Development (CRD) prompted interest in a survey that would provide an understanding of the status of external funding efforts in both grants offices and foundation offices in community colleges nationwide. In response, a University of Florida research team, including this researcher, developed a survey questionnaire to provide information about community college resource development. The survey was based on a review of the relevant literature pertaining to resource development in higher education and, particularly, community colleges. The Council for Aid to Education's annual Voluntary Support of Education survey was used as a point of departure, but major revisions were made to adapt the survey to the conditions and realities common among community colleges as

gleaned from experts in community college resource development and literature on the subject.

Ten content experts, primarily members of the CRD Executive Board (see Appendix A), provided external validation by reviewing the drafted survey questionnaire and providing extensive comments, which the research team incorporated into the survey instrument. A second panel of nine reviewers, consisting mainly of CRD Board of Directors (see Appendix D), reviewed the second draft of the survey instrument and provided detailed responses for further refinement of the survey. In July of 2000, CRD mailed the final cover letter and survey to the membership of CRD and the American Association of Community Colleges (AACC) combined, representing approximately 1,100 community colleges. Completed surveys were requested by August 15, 2000, and were mailed or faxed to the survey team at the University of Florida. A second mailing of the survey was sent in January 2001 to the CRD and AACC members who had not responded.

Summary

Philanthropic support of public community colleges and the elements within these colleges that encourage such support have not been fully examined. The literature regarding resource development in higher education mostly pertains to four-year institutions with long histories of giving and well-established offices of institutional advancement (Phillippe & Eblinger, 1998).

Differences in institutional type have been shown to be important in identifying the characteristics of effective fund-raising operations (Duronio & Loessin, 1991b). While community colleges have adopted elements from the senior institution models of

institutional advancement, these senior institutions, with their fully staffed development offices, sizable endowments, and strong alumni support, are not necessarily characteristic of community colleges (Glass & Jackson, 1998a; Phillippe & Eblinger, 1998).

Certain variables, however, emerge from the literature on development and may be applicable to examining community college foundation performance. In this study, the outcome variable measuring foundation performance was the amount of foundation revenue gained in 1998-1999 from individuals, community organizations, corporations, external foundations, state matching programs, and endowment interest and investments. The explanatory variables of interest were the foundation operating budget; the degree to which the president, chief resource development officer, and foundation board member individually were rated as playing a critical role in the foundation operation; the degree to which meeting institutional strategic goals was rated as an important factor in evaluating the foundation operation; the college geographic location; the college size; and the college endowment. Through this study, the researcher hoped to determine the relationship of the selected explanatory variables to foundation revenue in a given year and whether greater levels and integration of these key variables within the college and foundation could be associated with increased foundation revenue.

The population for this study was limited to two-year United States public community colleges that held membership in the Council for Resource Development (CRD) one or more years between 1998 and 2001 (Council for Resource Development, 1998, 1999, 2000, 2001). Data in regard to community college foundation operations were obtained primarily through the use of a survey instrument, which was completed by a resource development professional at each institution. This study examined the resource

development function connected only with funds gained in connection with private giving and foundation operations, not the grant development, property holdings, contract operations, or auxiliary services of the colleges, and was based on the 1998-1999 data reported by the respective community colleges. Additional information was obtained from CRD membership directories and the Integrated Postsecondary Education Data System (IPEDS).

Chapter 2 follows with a review of relevant literature to include systems theory, institutional advancement, the role of community colleges in higher education, community colleges and private fund raising, outcome measures defining successful foundation performance, foundation revenue sources, and variables associated with successful foundation performance. Chapter 3 describes the design of the study, and Chapter 4 presents an analysis of the data. Chapter 5 provides conclusions and implications, as well as suggestions for further research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter reviews systems theory, institutional advancement, the role of community colleges in higher education, community colleges and private fund raising, outcome measures defining successful foundation performance, foundation revenue sources, and variables associated with successful foundation performance.

Systems Theory

Fund-raising questions and methodologies can be explored using organizational theory (Brittingham & Pezzullo, 1990). Contemporary discussions of organizational effectiveness point to the importance of examining an organization's performance as part of an entire system, rather than a function of isolated factors (Senge, 1990; Wheatley, 1994). The structural dynamics of Marxian theory, the subsystems focus of Talcott Parsons and the structural functionalists, Allportian event-structure theory, and Bertalanffy's general system theory contributed to the interest in a social psychology based on social organization and structure (Katz & Kahn, 1978). In turn, systems thinking is a vital leadership function and a powerful tool in understanding and addressing how underlying structures generate certain behavioral patterns that affect organizational performance (Senge, 1990).

First applied in the fields of biology and the physical sciences, systems theory was later adapted by social scientists. Not unlike biological organisms, organizations import energy from their external environment, transform this energy into some product characteristic of the system, export the product into the environment, and reenergize the

system. Likewise, organizational structure can be viewed as a dynamic system of interrelated activities, occurring as a chain of events that cyclically returns to its point of origin, providing both closure and the opportunity for the cycle to be repeated. Social organizations, because they share properties common with other open systems, can be examined according to the constructs of system theory and the characteristics of open systems (Katz & Kahn, 1978). A college or university typifies the type of organization to which the concepts of systems theory apply (Perry, 1978).

Systems theory examines organizational structures, relationships, and interdependence and takes into account how an organization's inputs from other structures in its environment can determine that organization's vitality and what kinds of relationships an organization must have to ensure its own survival. Rather than viewing an organization as a self-contained and closed system, the open-systems model allows for the influence of rapid societal change and the resulting changes within the organization. That an organization's environmental properties and their influence are integral to a social system's functioning is a necessary precept for applying the open-systems framework in organizational analysis (Katz & Kahn, 1978).

Acknowledging that there are various levels of systems and interconnections among them in an open system, a primary strategy suggested in organizational analysis is to look upward in the system. The next higher, more complex, system level provides valuable understanding due to the hierarchical dominance of higher system level actions over lower ones (Katz & Kahn, 1978).

Fund raising and development can be analyzed through a conceptual framework based on systems theory (Clements, 1990; Kelly, 1998; Koelkebeck, 1994; Murray,

1987). In applying systems theory to an organizational analysis of community college foundations and their performance, one would need to go beyond the examination of the college foundation and its functions alone. The next higher level of the organization—the community college itself—can be examined as the dominant system affecting the foundation subsystem through the inputs, interconnections, and interdependencies that exist between them.

A systems approach can be used to assess an organization's internal and external environments in order to determine its preparedness for fund raising, with the variables in the system seen in relationship to their contribution to the entire system (Murray, 1987). In an open-systems framework, one can differentiate an organization's general and specific environments, with the specific environment being "that part of the environment that is directly relevant to the organization in achieving its goals" and consisting of those critical constituencies that most influence effectiveness of the organization (Robbins, 1990, p. 206).

Institutional Advancement

Understanding that college fund raising is only one part of an interrelated institutional effort is fundamental to the concept of institutional advancement, a commitment made by and involving the entire institution (Rowland, 1977). The first articulation of the need for an integrated coordination of efforts for institutional advancement was made in a report following the 1957 joint conference between the American Alumni Council (AAC) and the American College Public Relations Association (ACPRA). The report was entitled, "The Advancement of Understanding and Support of Higher Education," and known simply as the "Greenbrier Report," and the

two groups responsible for it later merged to form the Council for Advancement and Support of Education (CASE) (Brittingham & Pezzullo, 1990).

It has been stated that the institutional advancement program is only as effective as the institution itself (Rowland, 1978). For maximum effectiveness, fund development must be part of an organizational culture that is nurtured and institutionalized (Boguch, 1994). As an essential college function, institutional advancement requires integration with the college's philosophical, administrative, organizational, and operational mainstream (Jacobson, 1978a). Successful philanthropy depends on sound management, with attention to systems and people, and, for colleges and university leaders, a keen awareness of how fund raising relates to an institution's finances and the funding of higher education in general (Francis, 1980). Fund raising itself is part of a "larger system of philanthropy" and is "inextricably tied to philanthropic values, purposes, and methods" (Payton et al., 1991, p. 4).

The resource development function must be considered and treated as an integral part of the total college operation, not as an appendage as has often been the case for community colleges (Daniel, 1985). Community college development offices must be integrated with the other college offices since intrainstitutional cooperation is imperative for effectiveness of fund-raising efforts (Keener, Ryan, & Smith, 1991). Besides foundation operations, institutional advancement in two-year colleges often includes grants and contracts, research and planning, staff and program development, government relations and legislative affairs, public and media relations, alumni outreach, special events, and publications (Smith, 1991). To be successful, the entire institutional advancement effort of the community college must be viewed "as a system of mutually

interacting parts operating to advance the interest of the community college within an even larger social and economic community system” (Koelkebeck, 1994, p. 70).

Raising funds and community awareness are not simply functions of a foundation, nor are they isolated functions separate from the larger system (Koelkebeck, 1994). The community college can be examined as part of the larger system, providing context and support for the resource development function, a subsystem within it (Clements, 1990). “The community college is the bedrock on which the foundation will rest. Therefore, it is the community college and the forces therein that will help shape the success of the foundation” (Koelkebeck, 1994, p. 69).

The Role of Community Colleges in Higher Education

Democratization, industrialization, and the demands of a growing populace were major factors contributing to the development of the community college. When local governments won the control to fund secondary education (Stuart v. School District No. 1 of the Village of Kalamazoo, 1874) it led to a 600% increase in the number of high-school enrollments during the next 30 years. America’s elite colleges proved too expensive or exclusive for these new graduates, and the classical education of these institutions was also insufficient preparation for the new industrial society. The increasing number of students enrolling in the universities (52,000 in 1870 to 238,000 at the turn of the century) necessitated the creation of additional colleges flexible enough to meet the changing times. By the end of the 19th century, the new junior college (including both the six-year high school and the two-year “decapitated” private college) was beginning to serve such a need (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994).

Historically, the community college movement started with William Rainey Harper's national plan for creating junior colleges. Harper divided the upper and lower divisions of the University of Chicago, created the associate degree, and advocated six-year high schools and freestanding two-year colleges affiliated with the university. California's Upward Extension Law of 1907 allowed high schools to extend their upper two years. The Ballard Act, passed by the California legislature in 1917, funded junior colleges on a per-student basis. Additional funding in California was appropriated through a special committee headed by Senator H. C. Jones. The District Junior College Law (1921), based on Jones's report, boosted the California junior college movement and became the nation's model for public college districts. The law made it possible for districts to fund and administer junior colleges. Local control, through district boards of education, also contributed to the rise of vocational and adult education. Additionally, in the 1920s, with booming industrialization and mass production of goods, farmers were leaving rural America for towns and cities—creating an even greater demand for a low-cost education. The local college served as a focal point for these towns. By the end of the 1920s, the United States had 450 junior colleges that enrolled almost 70,000 total students (Witt et al., 1994).

The American Council on Education (ACE) provided national guidance on the subject of junior colleges by defining them, in 1921, according to nine standards. The following year, the newly established American Association of Junior Colleges (AAJC), provided the first nationwide definition of the junior college and, with it, the idea that it would offer a different curriculum based on the expanding and changing needs of the community (Witt et al., 1994). Such a definition contained the essential idea that the

junior college would be different from other forms of higher education, that it would adapt to its dynamic environment, and that it would be responsive to the ideals and practical realities of its community.

During the Depression, an even greater need existed for inexpensive education vocational and terminal programs. The Commission of Seven Report in 1932 emphasized the importance of technical and vocational education and the value of the two-year college (Witt et al., 1994).

The President's Commission of Higher Education, known as the Truman Commission, issued an influential report in 1947, suggesting a name change from "junior college" to "community college" to account for the enhanced functions taken on by two-year institutions (Cohen & Brawer, 1996, p. 13). After the Truman Commission's report, statewide planning became increasingly important and enrollments soared. Great expansion was due, in large measure, to important legislation including the GI Bill in 1944, the Veteran's Readjustment Act in 1952, and the Community College Act in 1957. Significant support of community colleges through the Kellogg Foundation began in 1958, with the Associate Degree in Nursing project in California, Florida, New York, and Texas. As a forerunner of the future expansion in distance education, the first television course was offered in 1956 (Witt et al., 1994).

Living up to the early ideals espoused for them, America's community colleges continue to provide social benefits that traditionally have not been the focus of other forms of higher education. Sixty-eight percent of the students starting college at age 30 or older begin their studies at a community college (Cohen & Brawer, 1996). Additionally, community colleges enroll almost half of the U.S. undergraduate minority population and

provide much of the nation's workforce education, training, and welfare-to-work programs (Phillippe & Patton, 2000).

By offering local accessibility, low tuition costs, open admissions, and remedial opportunities, community colleges have served the educational needs of students regardless of their economic status, educational background, and skills (Gillett-Karam, Roueche, & Roueche, 1991). For example, in 1996-1997, community colleges provided educational opportunities for 44% of all U.S. undergraduate credit students (fall headcount), at an average annual tuition of \$1,569 (in constant 1997-1998 dollars), and awarded more than 450,000 associate degrees and over 170,000 one- to two-year certificates (Phillippe & Patton, 2000).

The financial bargain, in terms of government spending per full-time equivalent (FTE) student, is with the public two-year institutions. General education revenue, in constant 1997 dollars, per FTE student in public two-year institutions in 1995 was \$6,137 (\$4,313 from government appropriations and \$1,824 in tuition and fees). In comparison, revenue per FTE student in public four-year colleges was \$10,839 (\$7,279 in government appropriations and \$3,560 in tuition and fees). For public universities, FTE student revenue was \$12,140 (\$7,714 in government appropriations and \$4,426 in tuition and fees) (U.S. Department of Education, 1998a).

Community Colleges and Private Fund Raising

By the 1990s, community college presidents responding to a national survey identified a lack of resources as being among their three critical problem areas (Deegan, 1992). Due to the unique mission of two-year colleges, to offer "opportunity with excellence," their resource needs exceed what is afforded through public financial

support, tuition, and fees (Parnell, 1988). Improving the financial support for community colleges is a priority that requires organizational changes including the roles of the president, administrators, and staff (McCabe, 1996). Finding other sources of external funding is necessary to uphold the mission of the nation's "access colleges," and the most promising source for such support is the private sector (Conrad et al., 1986, p. 35).

This critical realization, which began in the 1970s, led to the encouragement of resource development efforts from the then-named American Association of Community and Junior Colleges (AACJC) and its affiliate, the National Council for Resource Development (NCRD) (Smith, 1993). Already, the movement had begun to establish institutional foundations, which were sanctioned by two-year college districts or trustees and created to help their institutions fulfill their mission and achieve their goals (Sharron, 1978). Originally, these foundations collected and dispersed funds annually, providing funds for facilities and projects, without developing endowments (Woodbury, 1989).

Relations with the private sector were further enhanced during the 1980s when cooperative programs and contract learning opportunities with business and industry became the focus for community college leaders nationwide (Deegan & Tillery, 1985). In a national survey conducted in 1987, community college presidents cited the creation of a college foundation as the entrepreneurial concept most used and second only to contract training programs in terms of having a very successful impact on the institution (Deegan, 1989).

In the face of inadequate funding through student tuition and tax revenues, community college foundations have been leading the way in obtaining private resources for the growing needs at their institutions (Adams, Keener, & McGee, 1994). As

separately incorporated entities with 501(c)(3) approval from the Internal Revenue Service, foundations have encouraged tax-deductible contributions from individual donors, civic organizations, and companies; developed portfolios of stocks, bonds, real estate, and other investments; held, managed, and leased property; and established and secured income from various college auxiliaries (Woodbury, 1989). Roles of community college foundations also have included service to the college in planning and budgeting, faculty enrichment, student financial aid, student activities, and community outreach and improvement (Keener, 1982).

The strongest case for resource development in community colleges has been in establishing the close connection with and service to the community, providing a “formal means for citizens to participate in the growth and development of ‘their’ community college” (Robertson, 1981, p. 341). Due to the generic nature of state funding formulas, it has been difficult to differentiate and support the local needs of community colleges through traditional funding methods (Lorenzo, 1994). The college foundation has allowed fund-raising programs to be established so that institutional needs and donor interests can be addressed with flexibility (Conrad et al., 1986). It is a means of engaging influential individuals in ways that are meaningful to the institution (Simic, 1998). Hence, the foundation has served the purpose of fostering community support and revenue necessary for sustaining special projects (Bock & Sullins, 1987).

Outcome Measures Defining Successful Foundation Performance

A debate exists in the literature over the use of dollars raised as the best measure of success for foundations affiliated with institutions of higher education (Koelkebeck, 1994). By definition, an institutionally related foundation exists to raise funds to support

the institution's programs (Worth, 1993b). Foundation success or effectiveness, then, can take on multifaceted definitions that account for the amount of funds raised, the sustainability of foundation efforts, and the degree of support the foundation is able to give to the institution.

Although fund-raising results often are measured in terms of revenues raised, determining fund-raising success must take into consideration the purpose for which funds are raised: "Fund-raising units doing good without raising money, or raising money without doing good, are neither successful nor acceptable" (Duronio & Loessin, 1991a, p. 129). One researcher contends that fund-raising's primary purpose "is not to raise money, but—as a part of public relations—to enhance and protect organizational autonomy by effectively managing communications between a charitable organization and the donor publics in its environment" (Kelly, 1991, p. 320). Such a focus might well involve an analysis of the relationships or changing relationships between the institution and its constituents or a study of perceptions regarding institutional image (Jacobson, 1978b). Another scholar states that the "public relations program exists to enhance the ability to generate resources" for the academic program (Fisher, 1989a, p. 13). This view would tend to justify using the amount of funds raised as an evaluation of all institutional advancement efforts. A combination of these prevailing views would include evaluating fund raising by the "number and amount of gifts received" and a program's performance by the "quality, quantity, frequency, continuity, and effectiveness of its initiatives with each prospective giver" (Dunlop, 1989, p. 185).

While the main performance indicator in development obviously remains the total amount of gifts obtained, the evaluation of advancement effectiveness should involve

cost and productivity indicators, which can and should guide the efforts of development managers (Leslie, 1978). Still, those in development work most often measure their program's effectiveness on the basis of dollars raised (Duronio & Loessin, 1993; Fisher, 1989a; Hunter, F. D., 1987). It is important to remember, however, in assessing development results, that major gifts require time to nurture relationships and that consistent support over time generates the best results; likewise, deferred or planned gifts often involve considerable time from donor intent to receipt of the gift by the institution, making analysis in terms of cost effectiveness extremely difficult (Evans, 1989).

Overall, there are three approaches to the study of fund-raising effectiveness that have been practiced: (a) studies using measures of "perceived effectiveness," (b) studies employing "objectively defined effectiveness," and (c) studies in which effectiveness is "adjusted for potential" (Brittingham & Pezzullo, 1990, p. 19). The first approach derives an operational definition of effectiveness based on the frequency of responses to various survey items from professionals who rate or rank a list of institutional characteristics. Such judgments are based on perceptions, which may or may not relate to actual fund-raising effectiveness. The second and more desirable approach employs a more objective measure of effectiveness, such as total dollars raised, and examines institutional characteristics in relation to this measure. The third and best approach accounts for an institution's potential to raise funds by including some measure of this potential in the consideration of effectiveness. Such studies adjust effectiveness to account for an institution's potential for raising funds as compared with actual fund-raising results (Brittingham & Pezzullo, 1990).

Studies pertaining to the success of two-year college resource development programs have defined and measured success in these various ways. In one early exploratory study, the perceptions of college administrators regarding the characteristics of and conditions for a successful foundation were analyzed to develop evaluative criteria (Duffy, 1979). Other methods of gauging success have included measuring the amount of funds raised overall—or per student—in a given period of time, examining total assets or net worth, or analyzing the enhanced capacity of the college (Clements, 1990; Glandon & Keener, 1994; Hagerman, 1978; Koelkebeck, 1994; Luck & Tolle, 1978). Measures of revenue relative to potential, satisfaction ratings, and cost-effectiveness also have been used as determinants of success (Gatewood, 1994; Hagerman, 1978; Koelkebeck, 1994; Jenner, 1987).

Foundation Revenue Sources

Individuals

Due to the qualities unique to community colleges, the more conventional approaches to cultivating fund-raising support through alumni class reunions, annual giving programs, and parents groups have not been applicable, thus presenting a need to find different constituencies and means for resource development (Robertson, 1981). Rather than taking a restricted view of alumni, community colleges have the opportunity to include all community members as alumni (Keener et al., 1991). Potential donors in the institution's geographical area include those who are given the opportunity to understand the college's important role in the community (Loessin, Duronio, & Borton, 1986). When their experience as donors is positive, these individuals are in a position to

strengthen the college's relationship with other influential members of the community (Smith, 1991).

Community Organizations and Corporations

With its obvious case for support being an investment in one's community, potential sources for community college resource development have been corporate and business partners as well as citizen groups (Conrad et al., 1986; Robertson, 1981). Provisions in federal tax laws, since 1935, have encouraged corporations to give in return for substantial tax deductions (Cutlip, 1965/1990). Effective targeting of corporate prospects, vendors, training contractors, and major employers holds particular fund-raising promise for two-year colleges (Ryan, 1988, 1993). Inviting business leaders to learn about the institution, to serve as foundation board members, and matching corporate interests with college needs can have positive results for resource development (Glass & Jackson, 1998a).

External Foundations

External philanthropic foundations, too, have been another source of revenue for community colleges. Although two-year colleges have been excluded from consideration in past foundation grant policies (Ryan, 1988), foundations have begun to award large gifts to two-year colleges (Van der Werf, 1999b). By 1962, there were approximately 15,000 foundations making grants to organizations in the United States (Cutlip, 1990). While competition for foundation support is steep—approximately one million foundation proposals are submitted annually and only 7% are funded—personal relationships, geographical proximity, philosophical alignment, and historical affiliation are ways in which opportunities for such support are increased (Murphy, 1986).

State Matching Programs

States that have passed legislation for matching programs typically allow for donations, above a certain level, to public-college endowments to be matched, 50% to 100%, with state funds. As many as 27 states, including Connecticut, Florida, Maine, Maryland, Nebraska, Oklahoma, and Virginia, have instituted public-private matching fund programs for scholarships, endowed professorships, and other purposes (Moore, 2000). These state matching programs have enhanced the fund-raising capacity of community colleges (Craft & Guy, 2002). Despite some states' problems in honoring the promise of matching state funds, the programs have encouraged donor support of institutions including community colleges (Schmidt, 1997).

Endowment Interest and Investments

Associated with foundation performance is the wise management of endowments and other invested funds. Since some states restrict how organizations that receive state support can invest their funds, having a foundation increases investment flexibility for greater growth potential (Rennebohm, 1981; Simic, 1993). More aggressive investment policies for endowment funds have been advocated as an important new revenue source for community colleges (Riggs & Helweg, 1996).

Community college revenues from endowments have increased 48% from 1979-1980 to 1995-1996 in constant dollars, which equates to a 16% increase per student (Merisotis & Wolanin, 2000). In 1998, a strong stock market handsomely rewarded colleges that had aggressively invested their endowments and provided to colleges with more moderate investments an impressive 18% rate of return, on average (Van der Werf, 1999a). In 1999, endowments earned 11% as the market flattened (Pulley, 2000).

Variables Associated with Successful Foundation Performance

Allocation of Resources to the Foundation Operation

Fund-raising success has been linked with an organization's resource allocation to the fund-raising operation (Brittingham & Pezzullo, 1990; Duronio & Loessin, 1991b; Glennon, 1985; Hunter, F. D., 1987; Ironfield, 1991; Jenner, 1987; Johnson, J. J., 1986; Leslie, 1969; Levis, 1991; Luck, 1974; Luck & Tolle, 1978; Maples, 1980; Miller, 1991; Pickett, 1977). Certainly, institutional spending is reported most consistently as the variable best correlated with fund-raising effectiveness (Brittingham & Pezzullo, 1990). "Revenue budgets must be adequate to the task, consistent, long term, and in keeping with performance expectations"; clearly, foundation management time spent in searching for operating funds and negotiating predictable budget revenues could be better spent in acquiring major gifts (Hedgepeth, 1999, p. 7).

Resource allocation to the development function affects staff size (Glennon, 1985). Personnel is the largest cost of a development program (Wisdom, 1989). Resources in terms of budget and staffing allow for an institution's increased fund-raising effort and are indicative of institutional priority and commitment (Brittingham & Pezzullo, 1990; Jacobson, 1978b). Research demonstrates that fund-raising productivity positively relates to the number of professional advancement staff in four-year institutions (Hunter, F. D., 1987; Pickett 1977). The high correlation between dollars raised and the number of development staff may be due to the time and personal attention that good development work requires (Wisdom, 1989). Understandably, staffing of development offices will vary relative to the age of the college, gift-income potential, number of constituents to be served, and other factors (Dittman, 1981).

As a fairly new endeavor for community colleges, development was approached “on a low-cost, test basis” (Conrad et al., 1986, p. 36). Understaffing of community college development offices was common; historically, one person was charged with the entire development function (Conrad et al., 1986). More recently, staffing assignments have consisted of one-person and part-time support (Smith, 1993).

Not surprisingly, community college chief development officers reported increased staffing as a priority for increasing fund-raising effectiveness (Ryan, 1989). The prevailing view is that community colleges that provide appropriate staffing and resources to their development function and that treat development as a critical institutional function—equal to other operational units—are the most successful (Brumbach & Bumphus, 1993; Ryan, 1994).

Roles of President, Chief Development Officer, and Foundation Board Member

Building relationships beyond the organization primarily is a function of an organization’s officers and can predict an organization’s effectiveness and survival (Katz & Kahn, 1978). For success, the college’s development program must be an administration’s top priority and should involve its key people in the management team (Luskin & Warren, 1985). Community college foundations, examined from a systems perspective, should be analyzed in the context of their specific systems environments, including the roles most critically affecting foundation performance. For two-year colleges, the three most significant roles to the resource development program are the president, chief development officer, and key volunteers or board members (McNamara, 1988).

Leadership of the college president repeatedly has appeared in the literature as a factor contributing to the success of fund raising in various types of higher education institutions (Duronio & Loessin, 1991b; Fisher, 1989a; Glennon, 1985; Miller, 1991; Rowland, 1977; Webb, 1982). A national study of state universities and colleges, however, found no significant relationship between total voluntary support and the president's involvement in fund raising (Hunter, F. D., 1987). Behaving like their private college counterparts have been expected to for years, presidents of public colleges spend more time on fund raising than they did in the past (Cohen & Brawer, 1996).

Research has shown that a distinguishing feature of effective nonprofit organization chief executives is their political skill and engagement with external groups, including governments, to offset reduced resources and to manage other threats to organizational stability and viability (Heimovics, Herman, & Jurkiewicz, 1993). Likewise, presidents of public colleges must use political skill in sustaining their institutions with support from state government resources (Sweet, 1980).

The president must take the primary initiative for interesting others in making an investment in the institution (Fisher, 1989b). Because people give money to realize the fulfillment of a vision, the "president's main job is to describe his or her vision for the institution and get others to make it theirs" (Conklin, 1989, p. 93). The persuasive and persistent articulation of this vision, so that it is shared by all internal and external constituencies, is the most significant contribution to institutional advancement that a president can make (Hesburgh, 1980).

As an institution's "chief institutional advancement officer," the president plays a significant role in defining and reflecting the institution's goals and objectives and

serving as the major link to the institution's various publics (Rowland, 1977, p. 530). The president, positioned between the internal and external forces of the college, is the nexus in a complex and ever changing environment (Beehler, 1993). The president's primary role in raising major gifts is to model and give voice to the institution's values (Dunlop, 1989). Likewise, in a capital campaign, the president is the "institution's chief fundraiser" who must "carry the banner of the institution" and act as "chief spokesperson and advocate" (Bornstein, 1989, pp. 202-203). "So central is the role of the president to the success or failure of an institutional advancement program that his or her lack of participation and support can negate any efforts made in this direction" (Rowland, 1977, p. 530).

In general, fund raising has not been a high priority for community college presidents (Ryan, 1993). To be sure, tension exists for community college presidents who must decide how much time to devote to fund raising while meeting the other demands of their position (Vaughan, Mellander, & Blois, 1994). Yet, the role of the president has been cited as important for success in fund raising for community colleges (Bock & Sullins, 1987; Duffy, 1979; Glandon & Keener, 1994; Glass & Jackson, 1998b; Glennon, 1985; Ironfield, 1991; Jackson & Glass, 2000; Keener, 1982; Keener et al., 1991; Mosier, 1980; Robinson, 1989; Ryan, 1988, 1989).

The president's leadership capacity in the area of advancement largely will determine fund-raising success for most community colleges (Glass & Jackson, 1998b). It is not surprising, therefore, that searches for community college presidents now include fund raising among the desired candidate criteria (Gilley, Fulmer, & Reithlingshoefer, 1986). Community college presidents who are newly appointed, however, often lack an

understanding of institutional advancement and, consequently, provide less support to it than to other divisions of the college (Fisher, 1982). The forecast is that community college presidents increasingly will see the raising of private funds to be an important part of their job (Vaughan et al., 1994).

The community college president's understanding of the advancement process, combined with advocacy and support for it, may, in fact, be more important than his or her personal solicitation of funds (Ryan, 1994). Critical to the success of the development program, the community college president's high visibility and service on community boards demonstrate leadership and commitment to the betterment of the community (Smith, 1993). Understanding the college's relationship with similar institutions and its role in meeting society's needs is necessary for a president's effective leadership (Vaughan, 1994). Presidents who can inspire change and commitment, appeal to higher ideals, and focus on new possibilities demonstrate transformational leadership, which has its origins in systems thinking and is associated with philanthropy (Glass & Jackson, 1998b).

In a study across 10 different institutional types, highly effective fund-raising programs were found to have several common characteristics including the fund-raising leadership demonstrated not only by the president but by the chief development officer as well (Duronio & Loessin, 1991b). The chief development officer has been identified as critical to fund-raising effectiveness (Fisher, 1989a).

An executive-level position within the administration and involvement in the institution's strategic planning have been tied to the successful leadership of the chief development officer (Bornstein, 1989; Duronio & Loessin, 1991b; Fisher, 1989a). Being

a part of the administrative executive team, with a direct reporting line to the president, is the most desirable position of the chief development officer (Webb, 1982). As such, the chief development officer is better positioned to participate in institutional planning, to assist in establishing funding priorities, and to contribute valuable information about funding conditions (Duronio & Loessin, 1991b; Leslie, 1969). Additionally, as the institution's fund-raising specialist, the chief development officer is in a critical boundary role, working closely with the president, college officers, and governing board; interpreting the organization to its publics; and establishing linkages with other systems (Kelly, 1991; Leslie, 1969). Consequently, the development officer has been identified as one of the "new power brokers" on campus and in "prestige positions at both public and private institutions" (Gilley et al., 1986, pp. 84, 86).

Chief development officers from institutions cited as highly effective in fund raising emphasized the importance of fund-raising programs designed for long-term benefits. The value in viewing fund raising as a long-range, developmental process underscores the important responsibility chief development officers have in establishing well-organized fund-raising programs, with excellent information management systems, to offset the negative impact of high staff turnover characteristic in the fund-raising profession (Duronio & Loessin, 1991b).

Having a chief development officer or individual responsible for external resource development was characteristic of community college foundations with values of \$1 million or more in a 1992 national survey (Glandon & Keener, 1994) and of successful foundations in an earlier study (Hunter, C. B., 1987). Furthermore, a 1997 national

survey found that the community college development officer or foundation executive director played the most active role in soliciting funds (Phillippe & Eblinger, 1998).

While development staff perform most development functions, board members must support the process and commit to its importance for the organization (Boguch, 1994). Trustees and regents of public colleges and universities increasingly have an important role in raising private funds for their institutions (Nason, 1989); however, it has been reported that community college trustees have not participated actively in providing fund-raising support (Ryan, 1989). While public trustees have responsibilities in overseeing adequate funding, they often are elected or appointed for reasons other than their fund-raising potential or personal wealth; it is important, therefore, for public institutions to create independent foundation boards to act in a fiduciary capacity to donors and to avoid possible conflicts of interest for the governing trustees (Sader, 1986).

For community colleges with small governing boards, one proposed model is to have each trustee serve on separate foundation committees (Katsinas, Herrmann, & Traylor, 1990). Another recommendation is for the foundation board to include one or more of the institution's trustees (Fisher & Koch, 1996; Simic, 1998). The prevalent community college model is to create separate foundation boards (Ryan, 1989). In fact, most public institutions delegate fund raising to a foundation board (Legon, 1989).

The literature suggests that the strength of the foundation's board of directors contributes to the community college foundation's success (Sharron, 1982; Hunter, C. B., 1987). A study of public colleges of various types in New York found that an uninvolved foundation board versus an involved one was the difference between colleges that were considered underproductive versus overproductive (Webb, 1982).

An important first step in creating an involved and interested board is serious consideration of board composition (Bryant, 1988). In a national survey of resource development personnel from 418 public community colleges, careful selection of board members was the suggestion most frequently cited to assure foundation success; the pitfall most often cited was not choosing the right foundation board members (Degerstedt, 1982). The college president should pay special attention to the selection of the foundation board (Fisher & Koch, 1996) but not necessarily be involved in the selection of foundation board members (Katsinas et al., 1990).

With the help of a nominating committee, foundation board members must be chosen carefully to include “only those who can give and get money, or who can help in public relations” (Gale, 1989, p. 104). A study of community colleges in North Carolina found the most important criteria in selecting foundation board members to be the willingness to give or procure funds for the college and an interest in, and support of, the college’s mission and goals (Bryant, 1988). Through their relationships in the private sector, community college foundation members can convey with credibility the college’s action plans (Conrad et al., 1986).

Meeting Institutional Strategic Goals

Linking institutional planning to resource development goals and strategies underscores institutional commitment to fund raising (Brumbach & Bumphus, 1993). Institutional priorities should provide the basis for resource development efforts since each funding request is a statement of institutional identity and direction (Brittingham & Pezzullo, 1990). Put bluntly, “mission justifies fund raising” (Payton et al., 1991). In fact,

if gifts detract from an institution's mission, priorities, or desired direction, they should be rejected (Brittingham & Pezzullo, 1990).

Besides mission, institutional autonomy and ethics may also be at stake if the implications of resources are not assessed in accordance with principles established through consensus (Parsons, 1994). Moreover, an institution could lose control of its power to determine and pursue its own goals if too much internal autonomy is given up to external donors (Kelly, 1991).

Connecting college planning and research to development efforts and seeking external funding only in support of the college's mission and goals have been cited as necessary elements for the public community college resource development program to thrive, especially in an era of diminishing state appropriations (Blong & Bennett, 1991; Daniel, 1985). Following good managerial practices—including “matching effort to strategic advantage and institutional mission” and conducting institutional evaluation—are advised for the resource development operation (Brittingham & Pezzullo, 1990, p. 25). If the impact on the direction of the community college and its constituencies are disregarded in the quest for external funds, it can result in “skewed programming and a disappointed clientele who cannot be served when external dollars are no longer available” (Brumbach & Bumphus, 1993, p. 15). Successful fund raising for community colleges largely depends on planning and taking strategic advantage of community support gained through excellent institutional reputation (Ryan, 1994).

Community colleges are realizing the important role of involving resource development in institutional planning (Daniel, 1991). In fact, it is quite possible for funding proposal development to occur simultaneously with strategic planning and

reaccreditation efforts (Groff, 1985). The ability to plan well, due to the college's comprehensive planning, management, and evaluation system, was cited as a primary reason for one community college's successful resource development (Hooks & Kelley, 1990).

The foundation must be involved in and stay current with institutional planning and priorities for the foundation to fulfill its purpose and have the greatest impact (Keener, 1982). Among the top conditions cited by development personnel as being critical to community college foundation success were an organized, planned effort and a clear statement of purpose for the resource development function (Glandon & Keener, 1994).

Rather than being subject to haphazard growth, the community college foundation should be part of an intentional plan with realistic expectations (Deegan, 1989). If integrated into a total institutional plan to achieve desired ends, the foundation serves as a proactive part of the plan instead of being used as a reactive device (Wattenbarger, 1982). Ultimately, the evaluation of an advancement program must be linked to achieving the educational objectives of the institution (Leslie, 1969). Thus, the successful performance of a college foundation must be evaluated relative to the college's goals (Robison, 1982).

College Geographic Location

The success of the college foundation also can be influenced by the institution's potential for fund-raising success. Fund-raising potential may take into consideration the institution's geographic location and access to resources. In a study of private undergraduate colleges, access to the total pool of resources available was more important than geographic proximity in helping to determine which colleges were

overproductive and underproductive in realizing their fund-raising potential (Pickett, 1977). A national study of state colleges and universities found a significant relationship between total voluntary support and an institution's location in an urban area (Hunter, F. D., 1987).

Because the community college mission, generally, is to serve the local population, community college foundation activities are focused primarily on particular geographic locations as compared to four-year institutions that may have a more regional or national reach; however, this proximity to the local community provides community colleges with unique development opportunities (Glass & Jackson, 1998a). In a study of public two-year colleges in the Northeast, size of the service area was found to be a significant variable for foundations with successful fund-raising programs (Ironfield, 1991). Likewise, population of the service area and size of the civilian labor force were significant variables in predicting total annual income for community college foundations in North Carolina (Gatewood, 1994). Larger service areas characteristic of urban locations and regions with healthy economies were associated with successful fund-raising programs in a national study of public community colleges (Hunter, C. B., 1987).

A large urban area with multiple businesses and industries provides advantages for selecting foundation board members and soliciting corporate contributions (Bulpitt, 1982). Companies supporting community colleges see them as integral to the community, providing training programs that meet company needs and supplying new employees, whose children also benefit from college programs (Brittingham & Pezzullo, 1990).

One model demonstrating community college fund-raising potential characterized colleges with high potential as being located in an urban or large suburban population,

colleges with medium potential as being in a mid-size to small suburban population, and colleges with low potential as being in a rural population (Ryan, 1993). While access to wealth through geographic location may help explain a college's increased fund-raising effectiveness and foundation success, geographic location is not likely to be changed for this reason (Brittingham & Pezzullo, 1990).

College Size

Regardless of the topic of analysis regarding colleges or their organizational structure, institutional size appears repeatedly in research studies as an important, if not the most important, variable in differentiating public institutions (Cohen & Brawer, 1996). For public two-year institutions, specifically, size of institutional enrollment has been cited as the "most distinguishing characteristic" and the "driving variable for differentiating public institutions from one another" (U.S. Department of Education, 2001, p. 24).

Larger colleges have the advantage of making more of an impact on the community and reaching more potential supporters (Pickett, 1986). In terms of student enrollment, college size has been related to the community college's establishment of a foundation, with smaller institutions being less likely to have established one (Angel & Gares, 1989; Degerstedt, 1982). The same model that showed high, medium, and low fund-raising potential for community colleges by geographic location also associated significant enrollment with high fund-raising potential, moderate enrollment with medium potential, and small enrollment with low potential (Ryan, 1993). However, like a college's geographic location, college size would not likely be changed to enhance fund-raising potential (Brittingham & Pezzullo, 1990).

A 1997 national survey of community colleges found a direct relationship between fall enrollment and foundation value (Phillippe & Eblinger, 1998). Other studies have concluded that two-year colleges with greater full-time equivalent (FTE) enrollment receive more private support (Maples, 1980) and experience greater foundation success, whether the enrollments are in credit or noncredit programs (Glandon, 1987).

It should be noted that enrollment calculations, especially FTE formulas, vary. Among the two-year colleges reporting data to the National Association of College and University Business Officers' 17th annual Comparative Financial Statistics Study, a full-time course load for students ranged from 30 to 48 credit hours (Meeker, 1995). One method used for estimating FTE enrollment is to combine the actual full-time enrollment with one-third of the part-time enrollment (Watkins, 2000). In a research study to provide a new classification system for two-year postsecondary institutions, the enrollment measure used was the annual (12-month) unduplicated headcount (U.S. Department of Education, 2001).

College Endowment

At its sixth annual meeting in 1926, the American Association of Junior Colleges considered a question concerning the "Amount of Endowment Necessary for a Standard Junior College" (American Association of Junior Colleges, 1926, p. 38). The question had been posed a year earlier by the accrediting body of the North Central Association, whose commission on higher education wanted AAJC to provide a recommendation on the question of endowment as a source of permanent income for junior colleges. The AAJC committee members charged to research the issue reported to the AAJC that the endowment amount set for four-year colleges was arbitrarily determined and that an

income requirement would more appropriately be based on student instructional costs. They further stated that a college's endowment should not be considered apart from the organization and administration of its educational program and that accreditation approval should be based on the educational program and not the endowment amount. The AAJC proceedings recorded the lively debate of the endowment question, taxation, expenditure per student, and other financial sustainability issues and, thereby, provided a glimpse of how two-year college pioneers staked new ground in the landscape of higher education. Ultimately, AAJC passed the committee's recommendations for presentation to the North Central Association. These recommendations called for further information to be gained regarding instructional costs and more careful consideration of colleges that potentially were in jeopardy of losing accreditation because they did not meet the endowment requirement (American Association of Junior Colleges, 1926).

In recent decades, as community colleges administrators have sought increased financial sustainability from alternative revenue sources, endowment income has been viewed as another source of potential revenue. An endowment size of \$50,000 was considered significant in 1986; however, in 1993, foundation endowments for 165 community colleges exceeded \$1 million (Adams et al., 1994).

Endowment size has been cited as a variable that can help to predict fund-raising effectiveness for postsecondary institutions (Brittingham & Pezzullo, 1990; Dean, 1985; Duronio & Loessin, 1993; Pickett, 1977). It has been stated that endowment size can indicate the successful history of the institution in raising funds or operating in general, and, thus, serve to forecast its continued success (Pickett, 1986). For community colleges, however, the research regarding endowments has been scant (Clements, 1990). One

national study found that a greater percentage of administrators from two-year colleges with foundations having a net worth of \$1 million or more rated the endowment as critical to foundation success as compared to the group responding from colleges with foundations with less than \$1 million (Glandon & Keener, 1994). Another national study found that public community colleges with successful development programs used endowment growth as a fund-raising strategy (Hunter, C. B., 1987). A study limited to community colleges in Illinois and Iowa found no significant relationship between the income from private gifts and college endowment (Clements, 1990).

Like some other institutional characteristics, endowment size is not a variable that is easily manipulated as a way to increase fund-raising success (Duronio & Loessin, 1993); "advising a college president to increase the size of the endowment as a way to improve the effectiveness of fund raising is no advice at all" (Brittingham & Pezzullo, 1990). Managing money wisely, however, is a significant function of the college foundation and the community college foundation board (Katsinas et al., 1990). Outside counsel also has been employed by community colleges to provide assistance in wisely investing endowment funds (Ryan, 1994).

Summary

Systems theory has provided a framework and a broader context for understanding community college foundation performance. By acknowledging that there are various levels of systems and interconnections among open systems, it is possible to examine the foundation as a subsystem, whose specific environment will greatly affect its success and survival.

From their earliest development, community colleges answered the demands of a growing populace, industrialization, and democratization. Due to the unique mission of two-year colleges, to offer “opportunity with excellence,” their resource needs exceed what is afforded through public financial support, tuition, and fees (Parnell, 1988).

Studies in higher education philanthropy and research on private support for community colleges have shown that certain institutional and programmatic factors support fund-raising effectiveness. These factors include the college’s allocation of resources to the fund-raising operation; critical roles played by the college president, chief resource development officer, and foundation board member; importance of evaluating the college’s foundation in terms of meeting institutional strategic goals; college geographic location; college size; and college endowment.

Chapter 3 follows with the design of the study, which includes a description of the instrumentation, research population, procedure for data collection, statement of variables, descriptive profiles, and research hypotheses.

CHAPTER 3 DESIGN OF THE STUDY

This chapter presents the instrumentation, research population, procedure for data collection, statement of variables, descriptive profiles, and research hypotheses.

Instrumentation

In the fall of 1999, initial discussions among resource development professionals in the Council for Resource Development prompted interest in a survey that would provide an understanding of the status of external funding efforts in both grants offices and foundation offices in community colleges nationwide. With support from CRD, Dr. Barbara Keener, Graduate Faculty in the College of Education, University of Florida, led a research team, including this researcher, in the development of a survey questionnaire. The research project received financial support from the Clements Group, an institutional advancement and resource development consulting firm, and endorsement by the American Association of Community College Trustees (ACCT). A review of the literature and previously administered survey instruments in the field of resource development guided the research team's development of questions to include in the survey instrument.

The primary purpose of the survey instrument was to provide baseline data for an analysis of community college resource development functions, characteristics, and performance in both grants and foundation operations. The survey items germane to this researcher's study were those having to do with the annual revenue of community college

foundations and selected variables associated in the literature with successful foundation performance.

For external validation of the survey, a review panel with expertise in community college resource development provided assistance in reviewing survey questions and potential problems. These ten content experts, primarily members of the CRD Executive Board (see Appendix A), received a cover letter, survey draft, and evaluation form by e-mail on March 21, 2000, including a request for their response by March 28, 2000 (see Appendices B and C). In early April 2000, a synopsis of changes was compiled and reviewed by the University of Florida research team. Based on the input of the content experts, the research team made extensive changes to the survey instrument throughout April of 2000.

On May 4, 2000, a second panel of reviewers, consisting of the CRD Board of Directors and other individuals with expertise in resource development and community colleges (see Appendix D), received the second draft of the survey instrument. Instructions in a cover letter asked for return of the evaluation form and any additional comments by May 15, 2000 (see Appendices E and F). Numerous revisions were made based on the input from the nine reviewers who provided detailed responses. A research protocol for the study was submitted to the University of Florida Institutional Review Board (IRB), which granted its approval in June 2000. The IRB approved the protocol and the statement of informed consent, which appeared on the front page of the survey. The statement explained the conditions of the research study and assured participants of the confidentiality of their identity.

Research Population

Resource development professionals whose institutions were members of the CRD and/or AACC were invited to participate in the research team's study. The CRD and AACC membership lists provided a research population of approximately 1,100 community colleges. Of the total universe of 2,068 two-year postsecondary institutions, it was determined that 1,029 are public, 309 are private not-for-profit, and 730 are private for-profit institutions (U.S. Department of Education, 2001). For this researcher's study, the population was limited to the two-year United States public community colleges that held membership in the Council for Resource Development (CRD) one or more years between 1998 and 2001 (Council for Resource Development, 1998, 1999, 2000, 2001). It was determined that between 1998 and 2001 the annual average number of two-year United States public community colleges belonging to CRD was 650.

Procedure for Data Collection

In July of 2000, CRD mailed to the membership of CRD and AACC, combined, a cover letter addressed to the "Resource Development Professional" (see Appendix G) and the final survey questionnaire (see Appendix H). Instructions stated that completed surveys should be mailed or faxed to the survey team at the University of Florida by August 15, 2000. In January 2001, a second survey was mailed to the CRD and AACC members who had not responded. Collection of survey results continued through February of 2001. A research assistant was hired to enter the data into an Excel spreadsheet template according to detailed instructions prepared by the research team; data entry was completed by March of 2001.

Statement of Variables

Since the purpose of this study was to examine the annual revenue of United States public community college foundations in relation to selected variables associated with successful foundation performance, the researcher focused on Section I (College Profile) and Section III (Foundation/Private Gift Development) of the survey instrument.

The outcome variable was the 1998-1999 foundation revenue gained from individuals, community organizations, corporations, external foundations, state matching programs, and endowment interest and investments (see Appendix H, survey questions #53a, #53b, #53c, #53d, #53e, #53f, #53g, and #52a).

Selected explanatory variables consisted of the foundation operating budget, including salaries and benefits (see Appendix H, survey question #49); the degree to which the president, chief resource development officer, and foundation board member individually were rated as playing a critical role in the foundation operation (see Appendix H, survey questions #60a, #60d, #60c); the degree to which meeting institutional strategic goals was rated as an important factor in evaluating the foundation operation (see Appendix H, survey question #57b); the college geographic location (see Appendix H, survey question #15a, #15b, and #15c); the college size or credit enrollment in nonduplicated student headcount (see Appendix H, survey question #12); and the college endowment (see Appendix H, survey question #51). In cases where the respondent did not complete survey question #12 for the fall 1998 enrollment, this information was obtained through the Integrated Postsecondary Education Data System (IPEDS) (U.S. Department of Education, 1998b).

Descriptive Profiles

A total of 380 colleges returned the survey instrument. Of the 380 survey respondents, 45 states and one U.S. territory were represented. Of the 380 total surveys returned, 362 (56%) were from the target population of 650 two-year United States public community colleges that were members in the Council for Resource Development (CRD) one or more years between 1998 and 2001 (Council for Resource Development, 1998, 1999, 2000, 2001).

Applying the CRD Regional Structure (CRD, 2000) to the 362 respondents from the target population, Table 1 presents a profile of the sample by the 10 CRD regions and demonstrates the national scope of the sample.

Table 1

Profile of Sample by CRD Region

CRD Region	<u>n</u>	Percent
Region I	16	4.4
Region II	31	8.6
Region III	28	7.7
Region IV	77	21.3
Region V	64	17.7
Region VI	43	11.9
Region VII	25	6.9
Region VIII	13	3.6
Region IX	43	11.9
Region X	22	6.1

N = 362

Tables 2 and 3 provide the sample profile by college structure and geographic location. Nearly 90% of the sample indicated being from a single community college

campus or a multi-campus district. Almost 57% designated either urban or suburban for the geographic location of the institution; rural was the predominant geographic location for just over 43% of the sample.

Table 2

Profile of Sample by College Structure

College Structure	<u>n</u>	Percent
Multi-College District	36	9.9
Multi-Campus District	146	40.3
Single Community College Campus	177	48.9
Other	3	.8

N = 362

Table 3

Profile of Sample by Geographic Location

Geographic Location	<u>n</u>	Percent
Rural	156	43.1
Urban	105	29.0
Suburban	101	27.9

N = 362

The Katsinas classification system for community colleges, that was based on 1990 United States Census data and 1993 Integrated Postsecondary Education Data System (IPEDS) information, bears an interesting comparison to the geographic profiles of the sample. Of the 1,074 publicly controlled institutions in the Katsinas typology, 766 (71.3%) were rural, 103 (9.6%) were urban, and 205 (19.1%) were suburban (Katsinas, 1996).

Of the 350 sample respondents who reported on the year the college was established, 118 (34%) were founded between 1852 and 1959, and 232 (66%) were founded between 1960 and 1999. The 1960s represented the decade of greatest growth for 50% of these respondents.

Of the sample, 342 (94.5%) indicated that a foundation or private gift development office existed at their institutions, 17 (4.7%) answered that there was not such an office, and 3 (.8%) did not respond. Regarding whether the grants office was separate from the foundation or private gift development office, 195 (53.9%) answered "yes," 88 (24.3%) answered "no," 72 (19.9%) answered "not applicable," and 7 (1.9%) did not respond.

The date of establishment for foundation offices ranged from 1944 to 2000, as shown in Table 4. The highest number of foundation offices established (122 or 33.7%) occurred during the 1980s.

Table 4

Profile of Sample by Foundation Office Establishment Decade

Decade	<u>n</u>	Percent
1940	1	.28
1950	2	.55
1960	29	8.01
1970	93	25.70
1980	122	33.70
1990	64	17.68
2000 (Year Only)	3	.83
Total	314	
Missing	48	13.26

Regarding the responsibility for the resource development function, 285 (78.7%) of the sample answered “yes” to having a chief resource development officer or person with similar responsibilities at their institution; 74 (20.4%) answered “no,” and 3 (.8%) did not respond. A total of 291 (80.4%) indicated the reporting line for the chief resource development officer or person with similar responsibilities: 13 (3.6%) reported to the chancellor, 58 (16%) to the district president, 141 (39%) to the campus president, 46 (12.7%) to a vice-president, and 33 (9.1%) to “other.”

Research Hypotheses

A simultaneous multiple regression test was performed, using the SPSS v.10.0 software package, to determine the extent to which the proposed regression model described the sampling data and to examine the degree of association between the outcome variable and the explanatory variables. The proposed regression model was as follows: Foundation Revenue = b_0 (foundation operating budget) + b_1 (critical role of college president) + b_2 (critical role of chief development officer) + b_3 (critical role of foundation board member) + b_4 (importance of meeting institutional strategic goals) + b_5 (college geographic location) + b_6 (college size) + b_7 (college endowment).

The following hypotheses were tested:

Hypothesis 1:

There should be a statistically significant and positive relationship between the foundation revenue and the amount of the foundation operating budget when controlling for the other explanatory variables of interest in the proposed regression model.

Hypothesis 2:

There should be a statistically significant and positive relationship between the foundation revenue and the degree to which the college president is rated as playing a critical role in the institution's foundation operation when controlling for the other explanatory variables of interest in the proposed regression model.

Hypothesis 3:

There should be a statistically significant and positive relationship between the foundation revenue and the degree to which the chief resource development officer is rated as playing a critical role in the institution's foundation operation when controlling for the other explanatory variables of interest in the proposed regression model.

Hypothesis 4:

There should be a statistically significant and positive relationship between the foundation revenue and the degree to which the foundation board member is rated as playing a critical role in the institution's foundation operation when controlling for the other explanatory variables of interest in the proposed regression model.

Hypothesis 5:

There should be a statistically significant and positive relationship between the foundation revenue and the degree to which meeting institutional strategic goals is rated as an important factor in evaluating the institution's foundation operation when controlling for the other explanatory variables of interest in the proposed regression model.

Hypothesis 6:

There should be a statistically significant and positive relationship between the foundation revenue and the more urban the college geographic location when controlling for the other explanatory variables of interest in the proposed regression model.

Hypothesis 7:

There should be a statistically significant and positive relationship between the foundation revenue and the greater the college size when controlling for the other explanatory variables of interest in the proposed regression model.

Hypothesis 8:

There should be a statistically significant and positive relationship between the foundation revenue and the larger the college endowment when controlling for the other explanatory variables of interest in the proposed regression model.

Summary

As part of a research team from the University of Florida, the researcher developed a survey instrument, which was externally validated by review panels with expertise in community college resource development. Resource development

professionals whose institutions were members of the CRD and/or AACC were sent a cover letter and survey questionnaire by mail in July 2000. A follow-up mailing was sent in January of 2001. While the CRD and AACC membership lists provided a research population of 1,100 community colleges, the population for this study was further refined to include only the 650 two-year United States public community colleges that held membership in the Council for Resource Development (CRD) one or more years between 1998 and 2001 (Council for Resource Development, 1998, 1999, 2000, 2001).

The researcher focused on selected variables associated in the literature with successful foundation performance to determine if they would have a statistically significant and positive relationship to the amount of annual foundation revenue. The outcome variable was the 1998-1999 foundation revenue gained from individuals, community organizations, corporations, external foundations, state matching programs, and endowment interest and investments. Selected explanatory variables consisted of the foundation operating budget; the degree to which the president, chief resource development officer, and foundation board member individually were rated as playing a critical role in the foundation operation; the degree to which meeting institutional strategic goals was rated as an important factor in evaluating the foundation operation; the college geographic location; the college size; and the college endowment.

A simultaneous multiple regression test was performed to determine the extent to which the proposed regression model described the sampling data and to examine the degree of association between the outcome variable and the explanatory variables.

Chapter 4 follows with an analysis of the data. Chapter 5 provides conclusions and implications, as well as suggestions for further research.

CHAPTER 4 ANALYSIS OF DATA

This chapter includes an introduction that restates the study's purpose and research questions, a summary of the research population surveyed, and the descriptive and multiple regression results.

Introduction

The purpose of this study was to examine the annual revenue of United States public community college foundations in relation to selected variables associated in the literature with successful foundation performance. The outcome variable was the amount of foundation revenue gained in 1998-1999 from individuals, community organizations, corporations, external foundations, state matching programs, and endowment interest and investments. The explanatory variables of interest were the foundation operating budget; the degree to which the president, chief resource development officer, and foundation board member individually were rated as playing a critical role in the foundation operation; the degree to which meeting institutional strategic goals was rated as an important factor in evaluating the foundation operation; the college geographic location; the college size; and the college endowment.

The proposed regression model was as follows: Foundation Revenue = β_0 (foundation operating budget) + β_1 (critical role of college president) + β_2 (critical role of chief development officer) + β_3 (critical role of foundation board member) + β_4 (importance

of meeting institutional strategic goals) + β (college geographic location) + β (college size)
 + β (college endowment).

The research questions guiding the study were as follows:

1. What is the relationship between the foundation revenue and the foundation operating budget when controlling for the other explanatory variables of interest in the proposed regression model?
2. What is the relationship between the foundation revenue and the degree to which the college president is rated as playing a critical role in the institution's foundation operation when controlling for the other explanatory variables of interest in the proposed regression model?
3. What is the relationship between the foundation revenue and the degree to which the chief resource development officer is rated as playing a critical role in the institution's foundation when controlling for the other explanatory variables of interest in the proposed regression model?
4. What is the relationship between the foundation revenue and the degree to which the foundation board member is rated as playing a critical role in the institution's foundation when controlling for the other explanatory variables of interest in the proposed regression model?
5. What is the relationship between the foundation revenue and the degree to which meeting institutional strategic goals is rated as an important factor in evaluating the institution's foundation operation when controlling for the other explanatory variables of interest in the proposed regression model?
6. What is the relationship between the foundation revenue and the college geographic location when controlling for the other explanatory variables of interest in the proposed regression model?
7. What is the relationship between the foundation revenue and the college size when controlling for the other explanatory variables of interest in the proposed regression model?
8. What is the relationship between the foundation revenue and the college endowment when controlling for the other explanatory variables of interest in the proposed regression model?

Research Population

A total of 380 colleges returned the survey instrument. Of the 380 survey respondents, 45 states and one U.S. territory were represented. Of the 380 total surveys returned, 362 (56%) were from the target population of 650 two-year U.S. public community colleges that were members in the Council for Resource Development (CRD) one or more years between 1998 and 2001 (Council for Resource Development, 1998, 1999, 2000, 2001).

Descriptive Results

The descriptive statistics of the measures included in the analysis for the overall sample are shown in Table 5.

In Table 5, the average response is simply the total score reported in terms of the scale of the item response (i.e., the total score divided by the number of items of the scale). For example, because the responses regarding the roles of the college president, chief development officer, and foundation board member are on a 4-point Likert scale, an average response of 3.708 for President suggests that, on average, the responses were between the two categories, “4-very critical” and “3-critical.” Likewise, an average response of 3.556 for Chief Development Officer and 3.684 for Foundation Board Member suggests that, on average, the responses were between the two categories “4-very critical” and “3-critical.” For Institutional Strategic Goals, or the importance of meeting institutional strategic goals as a factor in evaluating the foundation operation, the average response of 3.330 shown in Table 5 suggests that, on average, the responses were between the two categories, “4-very important” and “3-important.” For each of these variables—President, Chief Development Officer, Foundation Board Member, and

Institutional Strategic Goals—there was general concurrence on the critical nature or importance of each to the foundation operation as indicated by the high mean scores.

As reported in Table 5, the average foundation revenue was \$1,010,694.1. The average foundation operating budget was \$232,479.08. College endowments averaged \$2,220,436.6, and the average college size was 9,251.075 students.

Table 5

Descriptive Statistics of Outcome and Explanatory Variables

Variables	<u>n</u>	<u>M</u>	<u>SD</u>
Foundation Revenue	318	1,010,694.1	1,894,879.981
Foundation Operating Budget	300	232,479.08	463,595.589
President	343	3.708	.669
Chief Development Officer	340	3.556	.925
Foundation Board Member	342	3.684	.672
Institutional Strategic Goals	342	3.330	.889
GEO—Rural	362	.290	.454
GEO—Urban	362	.431	.496
Size	362	9,251.075	11,049.240
Endowment	310	2,220,436.6	3,669,468.619

N = 362

Multiple Regression Results

A simultaneous multiple regression test was performed, using the SPSS v.10.0 software package, to determine the extent to which the proposed regression model described the sampling data and to examine the degree of association between the outcome variable and the explanatory variables. The significance level for all statistical tests was fixed at $\alpha = .05$. The “missing listwise” option was selected for treating records with missing data.

The R^2 of .514 for the model was statistically significant, $F(9,274) = 32.260$, $p < .001$, suggesting that the explanatory variables were jointly associated with 51.4% of the foundation revenue variance. The adjusted R^2 was .499. The high magnitude of the R^2 indicated a strong joint association that holds for the population. The regression equation for the model was as follows: Foundation Revenue = $-2,748,994 + .0818(\text{foundation operating budget}) + 263,786.41(\text{critical role of college president}) + -178,650.7(\text{critical role of chief development officer}) + 471,995.79(\text{critical role of foundation board member}) + 172,199.36(\text{importance of meeting institutional strategic goals}) + 29,818.832(\text{college geographic location: } X_1 = \text{rural}) + 190,597.98(\text{college geographic location: } X_2 = \text{urban}) + 16.696(\text{college size}) + .357(\text{college endowment})$.

Table 6 reports the unstandardized regression coefficients (b), the standardized regression coefficients (β), the observed t-values, and the squared semi-partial correlations (r^2). The explanatory variable for geographic location was categorical and, therefore, dummy coded, resulting in two dummy coded variables, X_1 where rural was coded 1 and X_2 where urban was coded 1. The category of suburban served as the reference category. Three of the explanatory variables were statistically significant: Foundation Board Member ($b = 471,995.79$, $t(274) = 2.360$, $p = .019$); Size ($b = 16.696$, $t(274) = 2.054$, $p = .041$); and Endowment ($b = .357$, $t(274) = 14.211$, $p = .000$).

The interpretation of the unstandardized regression coefficient of any explanatory variable is a function of the scale of measurement of that variable. For continuous variables, the interpretation of the regression coefficient can be made in terms of rate and direction of change. The regression coefficient indicates the expected unit change in the outcome variable for each unit change in any one explanatory variable, while holding the

other ones constant. For instance, as reported in Table 6, the regression coefficient of 16.696 for Size suggests that for each additional credit student enrolled, there is an average increase of \$16.70 in Foundation Revenue. Likewise, the regression coefficient of .357 for Endowment suggests that each dollar increase in endowment funds leads to an average .36-cent increase in Foundation Revenue. Finally, the regression coefficient of 471,995.79 for Foundation Board Member suggests that for each unit increase (from “not applicable,” to “not critical,” to “critical,” to “very critical”) in the resource development professional’s perception of the foundation board member’s role, there is an average increase of \$471,996 in Foundation Revenue. Obviously, such perceptions are subjective and would not, in themselves, create a difference in foundation revenue except as indicators of greater board commitment, activity, and support.

Table 6

Unstandardized Regression Coefficients, Standardized Regression Coefficients, t-test Statistics, and Semi-Partial r-squares

Variables	<u>b</u>	Std Error	<u>β</u>	<u>t</u>	<u>p</u>	<u>r²</u>
Intercept	-2,748,994.00	926,553.53		-2.967	.003	
F. Oper. Budget	.0818	.222	.017	.368	.713	.00
President	263,786.41	213,864.91	.059	1.233	.218	.01
Chief Dev. Off.	-178,650.7	107,932.48	-.074	-1.655	.099	.01
F. Board. Mmbr.	471,995.79	200,015.03	.110	2.360	.019*	.02
Inst. Str. Goals	172,199.36	118,003.64	.064	1.459	.146	.01
GEO—Rural	29,818.832	229,578.74	.007	.130	.897	.00
GEO—Urban	190,597.98	209,741.81	.048	.909	.364	.00
Size	16.696	8.127	.099	2.054	.041*	.02
Endowment	.357	.025	.679	14.211	.000*	.42

*p < .05.

Somewhat unanticipated were the statistically insignificant results for the following explanatory variables: Foundation Operating Budget ($\beta = .0818$, $t(274) = .368$, $p = .713$), President ($\beta = 263,786.41$, $t(274) = 1.233$, $p = .218$); and Institutional Strategic Goals ($\beta = 172,199.36$, $t(274) = 1.459$, $p = .146$).

To determine the relative contribution of each explanatory variable, the squared semi-partial correlation was calculated for each. The squared semi-partial correlation (r^2) represents the proportion of total variance (i.e., of the outcome variance) that is associated with any one explanatory variable over and above that of the others. The magnitude of r^2 can be examined in terms of effect size where $r^2 = .26$ is considered to be large, $r^2 = .13$ is considered to be medium, and $r^2 = .0196$ is considered to be small (Cohen, 1988). Effect sizes of .01 or lower are considered negligible, at best.

According to these criteria, for the three statistically significant variables, the effect size of Endowment ($r^2 = .42$) was large, and the effect sizes of Foundation Board Member ($r^2 = .02$) and Size ($r^2 = .02$) were small, as shown in Table 6. The explanatory variables having negligible effect sizes were President ($r^2 = .01$), Chief Development Officer ($r^2 = .01$), Institutional Strategic Goals ($r^2 = .01$), Foundation Operating Budget ($r^2 = .00$), Geographic Location of Urban ($r^2 = .00$), and Geographic Location of Rural ($r^2 = .00$).

Summary

The R^2 of .514 for the model was statistically significant, $F(9,274) = 32.260$, $p < .001$, suggesting that the explanatory variables were jointly associated with 51.4% of the foundation revenue variance. The adjusted R^2 was .499. The high magnitude of the R^2 indicated a strong joint association that holds for the population. Three of the explanatory

variables were statistically significant: Foundation Board Member ($b = 471,995.79$, $t(274) = 2.360$, $p = .019$); Size ($b = 16.696$, $t(274) = 2.054$, $p = .041$); and Endowment ($b = .357$, $t(274) = 14.211$, $p = .000$). For the three statistically significant variables, the effect size of Endowment ($f^2 = .42$) was large, and the effect sizes of Foundation Board Member ($f^2 = .02$) and Size ($f^2 = .02$) were small.

Chapter 5 follows with conclusions and implications, as well as suggestions for further research.

CHAPTER 5 CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter summarizes the study's purpose and analysis of data. It provides conclusions, implications, and suggestions for further research.

Introduction

The purpose of this study was to examine the annual revenue of United States public community college foundations in relation to selected variables associated in the literature with successful foundation performance. The outcome variable was the amount of foundation revenue gained in 1998-1999 from individuals, community organizations, corporations, external foundations, state matching programs, and endowment interest and investments. The explanatory variables of interest were the foundation operating budget; the degree to which the president, chief resource development officer, and foundation board member individually were rated as playing a critical role in the foundation operation; the degree to which meeting institutional strategic goals was rated as an important factor in evaluating the foundation operation; the college geographic location; the college size; and the college endowment.

The proposed regression model was as follows: Foundation Revenue = β_0 (foundation operating budget) + β_1 (critical role of college president) + β_2 (critical role of chief development officer) + β_3 (critical role of foundation board member) + β_4 (importance of meeting institutional strategic goals) + β_5 (college geographic location) + β_6 (college size) + β_7 (college endowment).

Analysis

A simultaneous multiple regression test was performed, using the SPSS v.10.0 software package, to determine the extent to which the proposed regression model described the sampling data and to examine the degree of association between the outcome variable and the explanatory variables. It was found that the R^2 of .514 for the model was statistically significant, $F(9,274) = 32.260$, $p < .001$, suggesting that the explanatory variables were jointly associated with 51.4% of the foundation revenue variance. The adjusted R^2 was .499. The high magnitude of the R^2 indicated a strong joint association that holds for the population. The regression equation for the model was as follows: Foundation Revenue = $-2,748,994 + .0818(\text{foundation operating budget}) + 263,786.41(\text{critical role of college president}) + -178,650.7(\text{critical role of chief development officer}) + 471,995.79(\text{critical role of foundation board member}) + 172,199.36(\text{importance of meeting institutional strategic goals}) + 29,818.832(\text{college geographic location: } X_1 = \text{rural}) + 190,597.98(\text{college geographic location: } X_2 = \text{urban}) + 16.696(\text{college size}) + .357(\text{college endowment})$.

Three of the explanatory variables were statistically significant: Foundation Board Member ($b = 471,995.79$, $t(274) = 2.360$, $p = .019$); Size ($b = 16.696$, $t(274) = 2.054$, $p = .041$); and Endowment ($b = .357$, $t(274) = 14.211$, $p = .000$). For the three statistically significant variables, the effect size of Endowment ($r^2 = .42$) was large, and the effect sizes of Foundation Board Member ($r^2 = .02$) and Size ($r^2 = .02$) were small. The explanatory variables having negligible effect sizes were President ($r^2 = .01$), Chief Development Officer ($r^2 = .01$), Institutional Strategic Goals ($r^2 = .01$), Foundation

Operating Budget ($\underline{r}^2 = .00$), Geographic Location of Urban ($\underline{r}^2 = .00$), and Geographic Location of Rural ($\underline{r}^2 = .00$).

Conclusions

It was concluded that the regression model accounted for approximately half of the variance in foundation revenue, indicating a good overall fit of the selected explanatory variables to the outcome variable and a strong joint association that holds for the population. Of the explanatory variables included in the model, those having a positive and significant relationship to foundation revenue were college endowment, role of the foundation board member, and college size.

Of greatest influence in the model was the college endowment. That there was a significant and positive relationship between endowment size and foundation revenue reinforced existing research of postsecondary institutions (Brittingham & Pezzullo, 1990; Dean, 1985; Duronio & Loessin, 1993; Pickett, 1977) and, specifically, two national studies of community colleges (Glandon & Keener, 1994; Hunter, C. B., 1987).

Literature regarding community college endowments is limited, due, in part, to their historically recent inception and growth. For example, an endowment size of \$50,000 was considered substantial in 1986; however, in 1993, foundation endowments for 165 community colleges exceeded \$1 million (Adams et al., 1994). The 1998-1999 endowments for the community colleges in this sample averaged over \$2.2 million.

The healthy economic environment and the 18% and 11% average stock market investment returns for higher education endowments in 1998 and 1999, respectively, (Van der Werf, 1999a; Pulley, 2000), could also help to account for the significant and positive relationship between foundation revenue and endowment in this study. Since

endowment interest and investments were part of the foundation revenue comprising the outcome variable, institutions with larger endowments were more likely to experience larger interest and investment gains during the 1998-1999 fiscal reporting period of this survey. Robust economic conditions and investment earnings also may have encouraged additional generosity and support on the part of individuals, corporations, and foundations and, thus, affected the community college foundation revenue gained and reported in this study.

Of secondary influence in the model was the role of the foundation board member as perceived by the resource development professional responsible for the foundation operation. The role of the foundation board member was significantly and positively related to the foundation revenue. The average response of 3.684 for the role of the foundation board member suggested that most survey respondents viewed the foundation board member's role as "very critical" or "critical." These findings concurred with the literature regarding the importance of the foundation board for successful community college foundations (Degerstedt, 1982; Hunter, C. B., 1987; Sharron, 1982). In a national survey of resource development personnel from 418 public community colleges, careful selection of board members was the suggestion most frequently cited to assure foundation success; the pitfall most frequently cited was not choosing the right foundation board members (Degerstedt, 1982).

College size proved to be positively and significantly related to foundation revenue. This result followed prior research findings that institutional size is an important variable in researching public institutions (Cohen & Brawer, 1996). The finding supported previous literature that linked greater college size to the community college's

establishment of a foundation (Degerstedt, 1982; Angel & Gares, 1989) and to more successful community college foundations and development programs (Glandon, 1987; Maples, 1980; Phillippe & Eblinger, 1998; Ryan, 1993).

The statistically insignificant finding for foundation operating budget ran counter to the literature supporting resource allocation as an important variable for fund-raising success (Brittingham & Pezzullo, 1990; Duronio & Loessin, 1991b; Glennon, 1985; Hunter, F. D., 1987; Ironfield, 1991; Jenner, 1987; Johnson, J. J., 1986; Leslie, 1969; Levis, 1991; Luck, 1974; Luck & Tolle, 1978; Maples, 1980; Miller, 1991; Pickett, 1977). In general, institutional spending is reported most consistently as the variable best correlated with fund-raising effectiveness (Brittingham & Pezzullo, 1990).

That no significant relationship was found between foundation operating budget and foundation revenue may have been the result of how this information was requested in the survey instrument and of possible misunderstanding on the part of respondents. Survey respondents were to indicate the total annual foundation operating budget and to include the salaries and benefits of foundation personnel. Of the 300 respondents to this survey item, 275 (92%) reported a foundation operating budget of less than \$500,000; the remaining 25 (8%) reported a foundation operating budget from \$500,000 to 4.5 million. That 13 of these respondents indicated having no foundation operating budget and that 10 respondents reported budgets from 1 to 4.5 million raises questions as to whether these data were reported consistently. Differences in how foundation operations are funded may have compounded the problem. The literature suggests that funding for foundation operations can come exclusively from the host institution, from foundation-generated resources alone, or some combination (Hedgepeth, 1999; Simic, 1998). Perhaps some

respondents excluded budgetary contributions from the host institution or included all foundation assets in response to this question. Such misinterpretation may have confounded a relationship between the foundation operating budget and foundation revenue.

This study also found no statistically significant relationship between the critical role of the president and foundation revenue. While this finding concurred with one national study of state colleges and universities (Hunter, F. D., 1987), it contradicted the literature specifically regarding two-year colleges (Bock & Sullins, 1987; Duffy, 1979; Glandon & Keener, 1994; Glass & Jackson, 1998b; Glennon, 1985; Ironfield, 1991; Jackson & Glass, 2000; Keener, 1982; Keener et al., 1991; Mosier, 1980; Robinson, 1989; Ryan, 1988, 1989).

While no significant relationship existed between the amount of foundation revenue and the role played by the president, survey respondents, on average, thought the president played a “very critical” or “critical” role in the institution’s foundation operation. The statistically insignificant finding may be explained, in part, by the limited range of responses at the high end ($M = 3.708$) of the 4-point Likert scale.

It has been suggested that fund raising has not been a high priority for community college presidents (Ryan, 1993) and that the president’s understanding, advocacy, and support of the advancement function may be more critical than his or her personal solicitation of funds (Ryan, 1994). Additionally, it has been stated that the president’s leadership capacity in the area of advancement largely will determine fund-raising success for most community colleges (Glass & Jackson, 1998b). While these issues deserve further exploration, this study’s findings are inconclusive regarding the

relationship between the amount of foundation revenue gained and the role of the community college president.

Research has shown that having a chief development officer or individual responsible for external resource development is characteristic of successful foundations (Glandon & Keener, 1994; Hunter, C. B., 1987). Having a chief development officer or individual responsible for external resource development was characteristic of community college foundations with values of \$1 million or more in a 1992 national survey (Glandon & Keener, 1994). Another national survey in 1997 found that the community college development officer or foundation executive director played the most active role in soliciting funds (Phillippe & Eblinger, 1998). While the relationship between foundation revenue and the chief resource development officer's role was statistically insignificant in this study, the finding remains inconclusive. At least 20% of the respondents in the sample did not have a chief resource development officer (or a person with similar responsibilities) at the institution, in which case "not applicable" or "1" on the Likert scale would have been noted on the survey. Still, the high average response ($\bar{M} = 3.556$) on the 4-point Likert scale suggested that most survey respondents rated the role of the chief development officer as "very critical" or "critical" to the foundation operation.

Connecting college and development planning has been cited as necessary for successful community college resource development (Blong & Bennett, 1991; Daniel, 1985; Glandon & Keener, 1994; Hooks & Kelley, 1990; Keener, 1982; Robison, 1982; Ryan, 1994; Wattenbarger, 1982). That a statistically significant relationship was not found between meeting of institutional strategic goals and foundation revenue in this

study may be misleading. Asked to indicate the importance that meeting institutional strategic goals had in evaluating the foundation operation, survey respondents, understandably, may have based their answers to this item on whether the foundation was formally or informally evaluated. While the foundation may have used institutional strategic goals for planning and guiding operational decisions, the lack of a formal or informal evaluation component may have contributed to a lower response regarding the importance of this item. Still, on average, the responses were between the categories “very important” and “important,” an indication that meeting institutional strategic goals was meaningful to most foundation operations. The relationship of foundation revenue to the foundation’s meeting of institutional strategic goals, however, remains inconclusive.

In this study, no statistically significant relationship was found between foundation revenue and an urban versus a suburban location. Likewise, no statistically significant relationship was found between foundation revenue and a rural versus a suburban location. While geographic location did not prove to be a significant variable in this study, the literature suggested that an urban location could enhance success in development operations (Brittingham & Pezzullo, 1990; Bulpitt, 1982; Gatewood, 1994; Hunter, C. B., 1987; Hunter, F. D., 1987; Ironfield, 1991; Ryan, 1993). Fund-raising potential still may be linked to an institution’s location and access to resources, yet the college’s geographic location, alone, may not provide the depth of information needed to determine such access to resources. Measures of regional social and economic conditions would enhance the understanding of environmental factors potentially affecting the college system and foundation subsystem.

Implications

A systems framework can be used to examine structures, roles, and interrelationships affecting community college foundation revenue. In examining system relationships, it should be remembered that systems that are critical to the success of higher systems are those that thrive (Lorenzo & LeCroy, 1994). This dynamic reinforces the importance of considering the college system when analyzing the foundation. Furthermore, the system or subsystem's existence should be questioned, the function diagnosed, and the desired results planned relative to interrelated systems and their demands (Van Gigch, 1978).

Philanthropy, entrepreneurship, and grantsmanship will be necessary for decreasing overall dependency of decreasing revenue from more traditional sources (Lorenzo & LeCroy, 1994). To meet the challenges of long-term viability, community colleges will need leaders who can present compelling evidence of institutional and student success in the community while showing that public funds are falling short of important needs (Johnson, J. A., 1986). Leaders with vision and systemic solutions will be needed for these future challenges (Clements, 1996). These leaders must recognize the necessity and potential of a foundation and the elements that contribute to a foundation's success. If discrepancies exist between variables of significance in theory and those in practice, especially if foundation revenue is less than expected, college leaders and managers might forego minor tweaking of the current system as the more limited approach to solving systems problems, and, instead, redesign the system as the more effective way to solve problems inherent in the system (Van Gigch, 1978).

Based on the significance between the critical role of the foundation board member and foundation revenue in this study, encouraging board leadership will be essential so that foundation board members are empowered to act in ways that will best support the college. It will be important for community college leaders not only to reconsider foundation board composition and selection, as has been suggested (Bryant, 1988; Gale, 1989) but also to examine board commitment and the barriers to increased responsibility and self-direction.

Leadership, in successful organizational cultures, is shared systemwide and from all levels (Wallin & Ryan, 1994). Challenging underlying assumptions and methods of doing things will be necessary as foundation board members move forward (Hedgepeth, 1999). Creating a more proactive foundation board may involve an overhaul of the foundation bylaws and a revamping of foundation structures for more direct oversight of vital foundation functions such as raising, investing, and disbursing foundation funds (Katsinas et al., 1990).

Development professionals should determine whether board members fully understand their roles prior to joining the foundation board. A job description to clarify responsibilities, a comprehensive and carefully designed orientation program, and a continuing education program that includes self-assessment are ways in which board members can be made aware of their roles, responsibilities, and contributions (Legon, 1989). In any case, foundation board members should see their role as a serious fiduciary one (Robertson, 1982), and they should take an "active, intentional, and conscious role in determining their functions and the manner in which they will be implemented" (Hedgepeth, 1999, p. 6).

The positive and significant relationship between college endowment and foundation revenue indicates that endowments have added resource development potential for community colleges that have begun to make them a priority. The finding underscores the importance of building a tradition of successful fund-raising practices and sound resource management policies. The more successfully endowed funds are invested and managed, the stronger the base of support for future foundation performance. Managing money wisely is a significant function of the college foundation, and community college foundation board members should consider having an endowment and asset committee to oversee this important service to the college (Katsinas et al., 1990). Outside counsel might also be employed to provide assistance in wisely investing endowment funds (Ryan, 1994). Whether such funds are externally or internally managed, community colleges should develop an effective investment policy to guide investment decisions and to provide optimal investment returns (Kapraun & Heard, 1993).

This study's finding that geographic location did not have a significant relationship to foundation revenue confirms that geographic location alone should not deter community colleges, particularly those in rural and suburban areas, from looking to the community as a "reservoir of support" for a better performing foundation (Degerstedt, 1982, p. 63). Similarly, college size, while significantly and positively related to foundation revenue, had only a small effect and should not preclude smaller institutions from implementing a resource development program or enhancing one currently in place.

Suggestions for Further Research

“Philanthropy is about leadership” (Payton et al., 1991, p. 14). Further investigation of the link between leadership and foundation revenue in public higher education is recommended. A follow-up survey regarding the president’s role at various system levels—external and internal to the college—is necessary to examine, more specifically, the relationship of the community college president’s role to successful resource development. Multiple perspectives regarding the community college president’s role in development could be obtained from presidents, chief development officers, foundation directors, and foundations board chairs for comparison relative to foundation revenue.

Further research also is needed to study the relationship of resource allocation to foundation revenue and operations. The literature suggests that funding for foundation operations can come exclusively from the host institution, from foundation-generated resources alone, or some combination of the two (Hedgepeth, 1999; Simic, 1998). An in-depth study that accurately identifies the funding sources and budget allocations for community college foundation operations, as well as the amounts dedicated to salaries and benefits, would provide important data for consistent comparison of foundation operating budgets to foundation revenues across institutions. It should be noted that interpretation of such questions by survey respondents can vary widely, so survey questions should be worded carefully, with definitions provided as necessary, so that respondents provide information as accurately and consistently as possible.

External influences on the college system and foundation subsystem should be considered in a follow-up study to determine what remaining variance in the model can

be accounted for by variables associated with such external influences. Initial studies have included regional economic measures along with variables internal to two-year colleges (Clements, 1990; Gatewood, 1994; Hunter, C. B., 1987). Ideally, variables indicative of social and economic conditions should be tested through multiple regression analysis with a national sample to determine if a relationship exists between community and regional wealth and foundation revenue. From a systems perspective, determining the degree to which the external environment beyond the college system relates to foundation revenue would further advance the theoretical understanding of community college resource development. In practice, certain external factors, of course, would be beyond the control of college administrators (Sharron, 1982).

Leadership among community college foundation board members is another suggested area of study. The characteristics of the foundation board, in particular, should be examined to determine if board size, selection methods, and composition relate to foundation revenue. Also, further study should focus on foundation revenue relative to the strategic functioning of the foundation board. Such examination should include the degree of foundation board autonomy and empowerment; the level and quality of the foundation board's interaction with the college president, chief resource development officer, and foundation director; and the foundation board's engagement in training and self-assessment activities. Various models for structuring and empowering the foundation board might be explored through case studies that could lead to greater understanding of enhanced foundation performance.

Additional research is needed regarding community college endowments. Quantitative and qualitative studies of colleges that have built impressive endowments

could reveal strategies and models for others to follow. Endowment purposes, spending rates, and investment practices might be examined relative to revenue fluctuations. In such studies, institutional size should be considered among other variables. Replication of the current study in less-positive economic times, with a depressed stock market, might reveal different results regarding the relationship between the endowment and foundation revenue.

Finally, donor motivation, including perceptions of the college's quality and success as related to endowment size, could be studied in relation to the foundation's revenue and, particularly, the attainment of major gifts and future bequests. In assessing development results, especially major gifts that require long-term commitment and consistent nurturing of relationships, longitudinal studies would be helpful in tracking community college donor relationships cultivated over several years.

APPENDIX A
PERSONS INCLUDED IN FIRST REVIEW PANEL
FOR SURVEY INSTRUMENT VALIDATION

Marilyn Appelson
Director of College Development &
Foundation
Oakton Community College
Des Plaines, Illinois

William Atkins
Associate Dean for Academic Affairs
Nassau Community College
Garden City, New York

Mary Brumbach
Executive Director of Resource &
Economic Development
Brookhaven College
Farmers Branch, Texas

David Canine
Vice President for Institutional
Advancement
Richland College
Dallas, Texas

Mike Gaudette
Director of College Advancement
Southwestern Oregon Community College
Coos Bay, Oregon

Perry Hammock
Director of Resource Development &
Foundation
Ivey Tech State College
Indianapolis, Indiana

Elaine Ironfield
Vice President
The Clements Group
Salt Lake City, Utah

Karen Luke Jackson
Consultant
Hendersonville, North Carolina

Sonja Jackson
Grants Writer
Polk Community College
Winter Haven, Florida

Susan Kelley
Vice President for Resource Development
& Government Relations
Valencia Community College
Orlando, Florida

APPENDIX B
COVER LETTER FOR FIRST REVIEW PANEL

March 21, 2000

Dear Survey Review Content Expert,

Thank you for serving on the panel of reviewers for the Community College External Funding Survey. Our research team from the University of Florida is conducting this national survey with the Council for Resource Development and additional support from the Clements Group. The study results will provide much needed data on the status of resource development in community colleges and on success factors pertinent to community college external funding from grants, contracts, and private giving. These results will be useful to trustees, presidents, development officers, human resource personnel, and other decision makers who can positively influence external funding efforts and outcomes.

You were selected as a member of the review panel because of your expertise in community college resource development. Your cooperation in evaluating the first draft of the enclosed survey will greatly assist the research team in identifying potential survey problem areas such as ambiguous or difficult questions, irrelevant items, missing questions, terms that need clarification, or survey format.

After reviewing the survey, please complete the attached evaluation form. You may add comments directly on the email version of the survey draft. If returning the revised survey by email, please make your changes in a different color (blue or red), use the strikeout feature (~~delete~~), and add your comments at the end of the survey or on the evaluation form. If returning the survey by fax or regular mail, please write directly on the printed survey. List any terms that are used in the survey that you believe need a specific definition for a clear understanding in answering the survey questions.

The research team will use your comments to refine the survey prior to its review by the Council for Resource Development (CRD) Board in April and its national distribution in May. To keep to this timetable, it is very important that you return the completed evaluation form and survey draft by **March 28, 2000** to the research team, attention Barbara Keener, via email to bkeener@coe.ufl.edu or fax to 352-392-3664.

Again, thank you for your participation.

Sincerely,

Barbara Keener, Ed.D.
Graduate Faculty
Department of Educational Leadership, Policy and Foundations
University of Florida

Sharon M. Carrier
Doctoral Graduate Student
University of Florida

Sherry J. Meaders
Doctoral Graduate Student
University of Florida

APPENDIX C
EVALUATION FORM FOR FIRST REVIEW PANEL

COMMUNITY COLLEGE EXTERNAL FUNDING SURVEY

Evaluation Form

1. From the list below, please check the ONE person who should receive the survey mailing for distribution at the college.

<input type="checkbox"/> Chancellor	<input type="checkbox"/> Grants/Contracts Officer
<input type="checkbox"/> District President	<input type="checkbox"/> Foundation Officer
<input type="checkbox"/> Campus President	<input type="checkbox"/> Chief Business Officer
<input type="checkbox"/> Resource Development Officer	<input type="checkbox"/> Human Resource Officer

Comments:

2. Are the survey instructions clear?

☐ Yes ☐ No – How could they be improved?

3. Are the survey questions understandable?

☐ Yes ☐ No – List the item number of any unclear survey questions and state how these questions could be improved:

4. Are the survey questions easy to answer?

☐ Yes ☐ No – Identify questions/items that would be particularly difficult to answer and briefly explain why.

5. Will the information requested be difficult to access or calculate?

☐ Yes - Identify which questions ask for information that would be difficult to access or calculate.

☐ No

6. Is the format of the survey appropriate for the information being requested?

_____ Yes _____ No – Please comment on how the format could be improved.

7. Estimate the time needed to answer the complete survey. _____ Minutes

8. What additional questions or items would you include to accomplish the survey purpose?

9. What terms need to be defined or further clarified?

10. Will the answers to this survey result in the support of the survey's purpose?

_____ Yes _____ No – Please explain why.

Please make additional comments on the survey and return this form and survey by **March 28, 2000** to the attention of Barbara Keener, via email bkeener@coe.ufl.edu or by fax: (352) 392-3664.

Name: _____ Date: _____

Thank you for serving as a Content Expert Survey Reviewer and for providing your critique of this important national survey. Your comments will assist the research team in validating this survey for the benefit of community college resource development.

APPENDIX D
PERSONS INCLUDED IN SECOND REVIEW PANEL
FOR SURVEY INSTRUMENT VALIDATION

Marilyn Appelson
Director of College Development &
Foundation
Oakton Community College
Des Plaines, Illinois

Steven Budd
Dean of Institutional Advancement
Greenfield Community College
Greenfield, Massachusetts

Joan Edwards
Vice President of Planning and
Development
College of Southern Idaho
Twin Falls, Idaho

Kathleen Guy
Executive Director, Foundation
Northwestern Michigan College
Traverse City, Michigan

Bob Kiser
Director of Resource Development
Elgin Community College
Elgin, Illinois

Ann Munz
Director, Grants Development
Pellissippi State Technical Community
College
Knoxville, Tennessee

Theresa Roffino
Dean, Planning & Development
Bill J. Priest Institute for Economic
Development
Dallas, Texas

Annee Tara
Director of Planning, Development &
Public Relations
Central Maine Technical College
Auburn, Maine

Doug Van Nostran
Director of Grants
William Rainey Harper College
Palatine, Illinois

APPENDIX E
COVER LETTER FOR SECOND REVIEW PANEL

May 3, 2000

Dear CRD Board Member and Guest Reviewer,

Thank you for serving on the panel of reviewers for the Community College External Funding Survey. Our research team from the University of Florida is conducting this national survey with support from the Council for Resource Development and the Clements Group and with the endorsement of the Association of Community College Trustees (ACCT). The study results will provide needed data on the status of resource development in community colleges. These results will be useful to trustees, presidents, development officers, human resource personnel, and other decision makers who can positively influence external funding efforts and outcomes.

You were selected as a member of the review panel because of your expertise in community college resource development. Your cooperation in evaluating the enclosed survey will greatly assist the research team in identifying potential survey problems such as ambiguous or difficult questions, irrelevant items, and terms needing clarification.

After reviewing the survey, please complete the attached evaluation form. You may add comments directly on the email version of the survey draft. If returning the revised survey by email, please make your changes in a different color (blue or red), use the strikeout feature (~~delete~~), and add your comments at the end of the survey or on the evaluation form. If returning the survey by fax or regular mail, please write directly on the printed survey.

The research team will use your comments to refine the survey prior to its national distribution in July. To keep to this timetable, it is very important that you return the completed evaluation form and survey draft by **May 15, 2000**. If you are sending your comments by email, please directly reply to the email address: crd@aacn.nche.edu. If you are faxing your comments, please send them to the University of Florida, attention Barbara Keener, at fax number: 352-392-3664. If you have questions, please call Barb at 352-392-2391, ext. 275.

Again, thank you for your participation.

Sincerely,

Barbara Keener, Ed.D.
Graduate Faculty
Department of Educational Leadership,
Policy and Foundations
University of Florida

Perry Hammock, Ph.D.
Vice President, Research
Council for Resource Development
Ivy Tech State College

Sharon M. Carrier
Doctoral Graduate Student
University of Florida

Sherry J. Meaders
Doctoral Graduate Student
University of Florida

APPENDIX F
EVALUATION FORM FOR SECOND REVIEW PANEL

COMMUNITY COLLEGE EXTERNAL FUNDING SURVEY

Evaluation Form

1. Are the survey instructions clear?

_____ Yes _____ No – How could they be improved?

2. Are the survey questions understandable?

_____ Yes _____ No – Identify unclear survey questions and state how these questions could be improved.

3. Are the survey questions easy to answer?

_____ Yes _____ No – Identify survey questions that would be particularly difficult to answer and briefly explain why.

4. What terms need to be defined or further clarified?

5. What questions/items should be deleted?

6. What questions/items should be added?

Please make additional comments on the survey.

Return this form and any additional survey comments by

May 15, 2000, to CRD at crd@aacn.nche.edu

or by fax to Barbara Keener at

fax number (352) 392-3664.

Name: _____ Date: _____

Thank you for serving as a Survey Reviewer and for providing your critique of this important national survey. Your comments will assist the research team in validating the survey for the benefit of community college resource development.

APPENDIX G
SURVEY COVER LETTER

July 2000

Dear Resource Development Professional,

Thank you for participating in this important study being conducted by the Council for Resource Development, the Association of Community College Trustees, and the University of Florida College of Education, with additional support from the Clements Group. The study results will provide a more complete view of COMMUNITY COLLEGE resource development and a more accurate picture of contributions to COMMUNITY COLLEGES.

This survey is divided into three sections: College Profile, Grant Development, and Foundation/Private Gift Development. **The College Profile section should be completed by a designated college contact person who will oversee the distribution, completion, and return of the survey. Section II is designed to be answered by the person responsible for external grants. Section III is designed to be answered by the person responsible for the college foundation operation. If one person is responsible for both grants and foundation operations, that person should complete Sections II and III.**

Please answer the questions as accurately as possible. Note that all questions pertain to fiscal year 1998-99 (or the equivalent). It may be helpful to use an annual report or other financial summary as you respond to the survey. Please return the completed survey by **August 15, 2000**. The return address and fax number are provided below. The survey will be analyzed and a report prepared. If you wish to receive a copy of the report, please indicate this interest on the survey by checking the box at the end of Section I.

Thank you for your help in providing the information needed for this study.

Sincerely,

Barbara Keener, Ed.D.
Graduate Faculty
Department of Educational Leadership,
Policy and Foundations
University of Florida

Perry Hammock, CFRE
Research Project Liaison
Council for Resource Development

Sharon M. Carrier
Doctoral Graduate Student
University of Florida

Sherry J. Meaders
Doctoral Graduate Student
University of Florida

Please return all sections of the survey by AUGUST 15, 2000.
Mail to: Dr. Barbara Keener, University of Florida, College of Education,
P.O. Box 117049, Gainesville, FL 32611-7049 or **fax to:** (352) 392-3664.

APPENDIX H
COMMUNITY COLLEGE EXTERNAL FUNDING SURVEY

COMMUNITY COLLEGE EXTERNAL FUNDING SURVEY

INTRODUCTION

The Council for Resource Development, the Association of Community College Trustees, and the University of Florida College of Education, with support from the Clements Group, are surveying the nation's 1,200 community colleges to provide current information about community college resource development. Your college's participation is critical to this project. The survey results will enhance the efforts of two-year colleges, build credibility with funders and donors, and provide a more accurate picture of the investments being made in community colleges.

INSTRUCTIONS

The survey is divided into three sections and may require up to three different respondents. (If one person is responsible for both grants and Foundation operations, that person should complete Sections II and III.)

- **Section I – College Profile**

To be completed by a designated college contact person who will oversee the distribution, completion, and return of the survey

- **Section II – Grant Development**

To be completed by the person responsible for the external grants

- **Section III – Foundation/Private Gift Development**

To be completed by the person responsible for the Foundation operation

Please note that all monetary figures requested are based on the 1998-99 fiscal year (or the equivalent). For accuracy and ease in answering, it may be helpful to use an annual report or other financial summary as you respond to the survey.

If you have questions, please contact the research team at bkeener@coe.ufl.edu or phone 352-392-2391, ext. 275. Please return the survey by **AUGUST 15, 2000**. Mail to Dr. Barbara Keener, University of Florida, College of Education, P.O. Box 117049, Gainesville, FL 32611-7049 or fax to 352-392-3664.

In keeping with university's informed consent process, we wish to make you aware of your rights and the conditions of this research study: Specifically, there is no risk to you as a participant in this study. Your participation is completely voluntary, and there is no penalty for not participating. It will take approximately fifty minutes to complete the entire survey. You do not have to answer any question you do not wish to answer, and you have the right to withdraw from the study at any time without consequences. Your identity will be kept confidential to the extent provided by law, and your individual or college name will not be associated with or used in any report of the survey results. There is no compensation from your participation in this study. The benefit to participating will be the knowledge you gain about your college as a result of answering the survey questions. If you have any questions about the research procedures, you may contact Dr. Barbara Keener at the University of Florida, College of Education, Norman Hall 200E, P.O. Box 117049, Gainesville, FL 32611-7049 (phone: 352-392-2391, ext. 275). Any questions or concerns about research participants' rights may be directed to the University of Florida Institutional Review Board office, Box 112250, University of Florida, Gainesville, FL 32611-2250 (phone: 352-392-0433).

COMMUNITY COLLEGE EXTERNAL FUNDING SURVEY

SECTION I. COLLEGE PROFILE

Section I (questions #1 - #23) is to be completed by the designated college contact person who will oversee the distribution, completion, and return of the survey.

Please base all responses on the 1998-99 fiscal year (or the equivalent).

1. **Institution:** _____
2. **Year college was established:** _____
3. **Address:** _____
3. **City:** _____ 5. **State:** _____ 6. **Zip:** _____
7. **Designated contact person for this survey:** _____
8. **Title:** _____
9. **Telephone:** () _____ 10. **Fax:** () _____
11. **Email:** _____
12. **Fall 1998 Credit Enrollment (non-duplicated headcount):** _____
13. **Full-Time Equivalent (FTE):** _____
14. **Total 1998-99 institutional OPERATING (and/or GENERAL FUND) Budget:** \$ _____
15. **Identify the geographic setting of the institution:** a. ☐ Rural b. ☐ Urban c. ☐ Suburban
16. **The college structure represents a:**
 - a. ☐ Multi-College District
 - b. ☐ Multi-Campus District
 - c. ☐ Single Community College Campus
 - d. ☐ Other _____
17. **The contact person's association is with the:**
 - a. ☐ Community College Central/District Office
 - b. ☐ College in a Multi-College District
 - c. ☐ Campus in a Multi-Campus District
 - d. ☐ Single Community College Campus
 - e. ☐ Other _____
18. **Is there a Chief Resource Development Officer (or person with similar responsibilities)?**
Yes _____ No _____
19. **If "yes" for #18, to whom does this person report?**
 - a. ☐ Chancellor
 - b. ☐ District President
 - c. ☐ Campus President
 - d. ☐ Vice-President (please specify what area) _____
 - e. ☐ Other _____
20. **Is there a GRANTS office?** Yes _____ No _____

21. Is there a FOUNDATION/PRIVATE GIFT DEVELOPMENT office? Yes ____ No ____
22. Is the grants office separate from the foundation/private gift development office?
Yes ____ No ____ NA ____
23. Briefly describe the institution's RESOURCE DEVELOPMENT structure: _____

Please return all sections of the survey by AUGUST 15, 2000.
Mail to: Dr. Barbara Keener, University of Florida, College of Education,
P.O. Box 117049, Gainesville, FL 32611-7049 or fax to: (352) 392-3664.

- ☐ Please send a copy of the survey report to the contact person listed above in #7.

SECTION II. GRANT DEVELOPMENT

Section II (questions #24 - #39) is to be completed by the person primarily responsible for external grant funding.

Please base all responses on the 1998-99 fiscal year (or the equivalent).

24. The grant officer's association is with the:

- a. ☐ Community College Central/District Office
 b. ☐ College in a Multi-College District
 c. ☐ Campus in a Multi-Campus District
 d. ☐ Single Community College Campus
 e. ☐ Other _____

25. If there is a grants office, what year was it established? _____ N/A _____

26. How many persons are assigned to the grants operation?

- Professional: a. Full Time _____ b. Part Time _____
 Paraprofessional: a. Full Time _____ b. Part Time _____
 Clerical: a. Full Time _____ b. Part Time _____
 Office Volunteer: _____

27. Indicate the following information about the person primarily responsible for grants:

<u>Title</u>	<u>Full or Part Time</u>	<u>Years in Position</u>	<u>Years with Institution</u>	<u>Years in Development</u>
_____	_____	_____	_____	_____

28. What title did this person hold IMMEDIATELY PRIOR to the current position? _____

29. Indicate by degree type the highest level of education completed by this person:

- a. ☐ Doctorate b. ☐ Master's c. ☐ Bachelor's d. ☐ Other _____

30. Indicate applicable certifications held by this person: _____

31. To whom does this person report within the college structure? _____

32. Estimate the total percentage of grants operation time spent on any or all of these functions:

- N/A _____
- | | |
|--|-----------------------------------|
| a. Consortia/Partnership Development _____ % | h. Grant Proposal Writing _____ % |
| b. Contract Development _____ % | i. Private Fundraising _____ % |
| c. Data Management _____ % | j. Public Relations _____ % |
| d. Fiscal Management _____ % | k. Special Events _____ % |
| e. Funding Research _____ % | l. Strategic Planning _____ % |
| f. Government Relations _____ % | m. Workshops/Training _____ % |
| g. Grants Management _____ % | n. Other _____ % |
| TOTAL = 100 % | |

33. Total 1998-99 grants office OPERATING budget (include salary/benefits): \$ _____

34. List the total dollar 1998-99 revenue in grant funding from the following sources:

- a. Federal Government \$ _____
- b. State Government \$ _____
- c. Local Government \$ _____
- d. Corporations \$ _____
- e. Foundations \$ _____
- f. Other _____ \$ _____

35. For the **largest** grant received in 1998-99, specify the source: _____ and the total dollar amount: \$ _____; if multiple-year grant, indicate 1998-99 amount: \$ _____.

36. Indicate the importance of the following factors in EVALUATING the institution's grants operation:

	Very Important	Important	Not Important	Not Applicable
a. Expenditure per student	_____	_____	_____	_____
b. Meeting institutional strategic goals	_____	_____	_____	_____
c. Membership in professional organizations	_____	_____	_____	_____
d. Number of new sources of funding	_____	_____	_____	_____
e. Number of students served	_____	_____	_____	_____
f. Percent of grant funds to institutional	_____	_____	_____	_____
g. Percent of grant revenue increase over prior year	_____	_____	_____	_____
h. Percent of grants awarded	_____	_____	_____	_____
i. Performance on awarded projects	_____	_____	_____	_____
j. Total dollars awarded	_____	_____	_____	_____
k. Total number of grants awarded	_____	_____	_____	_____
l. Other _____	_____	_____	_____	_____

37. Has the grants operation adopted a **code of ethics** advocated by a professional organization?
Yes _____ No _____

38. If "yes" for #37, indicate the code of ethics adopted:

- a. ☐ Council for Resource Development
- b. ☐ Council for the Advancement and Support of Education
- c. ☐ National Society of Fund Raising Executives
- d. ☐ Other _____

39. How critical are the following roles in the institution's grants operation? Please rate each:

	Very Critical	Critical	Not Critical	Not Applicable
a. President	_____	_____	_____	_____
b. College Trustee	_____	_____	_____	_____
c. Chief Resource Development Officer	_____	_____	_____	_____
d. Chief Academic Officer	_____	_____	_____	_____
e. Chief Student Affairs Officer	_____	_____	_____	_____
f. Chief Business Officer	_____	_____	_____	_____
g. Grants Officer	_____	_____	_____	_____
h. Grants Paraprofessional	_____	_____	_____	_____
i. Foundation Director	_____	_____	_____	_____
j. Faculty	_____	_____	_____	_____
k. Consultant	_____	_____	_____	_____
l. Student	_____	_____	_____	_____
m. Consortia	_____	_____	_____	_____

n. Volunteer	_____	_____	_____	_____
o. Legal/Paralegal	_____	_____	_____	_____
p. Other _____	_____	_____	_____	_____

SECTION III. FOUNDATION/PRIVATE GIFT DEVELOPMENT

Section III (questions #40 - #60) is to be completed by the person primarily responsible for the foundation operation.

Please base all responses on the 1998-99 fiscal year (or the equivalent).

40. The foundation officer's association is with the:

- a. ☐ Community College Central/District Office
 b. ☐ College in a Multi-College District
 c. ☐ Campus in a Multi-Campus District
 d. ☐ Single Community College Campus
 e. ☐ Other _____

40. If there is a foundation office, what year was it established? _____ N/A _____

42. How many persons are assigned to the foundation operation?

Professional: a. Full Time _____ b. Part Time _____
 Clerical: a. Full Time _____ b. Part Time _____
 Volunteer (other than board member): _____

43. Indicate the following information about the person primarily responsible for the foundation operation:

<u>Title</u>	<u>Full or Part Time</u>	<u>Years in Position</u>	<u>Years with Institution</u>	<u>Years in Development</u>
_____	_____	_____	_____	_____

44. What title did this person hold IMMEDIATELY PRIOR to the current position? _____

45. Indicate by degree type the highest level of education completed by this person:

a. ☐ Doctorate b. ☐ Master's c. ☐ Bachelor's d. ☐ Other _____

46. Indicate applicable certifications held by this person: _____

47. To whom does this person report within the college structure? _____

48. Estimate the total percentage of foundation operation time spent on any or all of these functions:

N/A _____		
a. Alumni Relations/Activities _____ %	j. Planned Giving _____ %	
b. Annual Fund _____ %	k. Prospect Research _____ %	
c. Capital Campaign _____ %	l. Public Relations _____ %	
d. Data Management _____ %	m. Scholarship Programs _____ %	
e. Endowment Fund(s) _____ %	n. Special Events _____ %	
f. Fiscal Management _____ %	o. Strategic Planning _____ %	
g. Foundation Board Relations _____ %	p. Workshops/Training _____ %	
h. Grants _____ %	q. Other _____ %	
i. Major Gifts _____ %		TOTAL = 100 %

49. Total 1998-99 foundation OPERATING budget (include salary/benefits): \$ _____

50. Total 1998-99 ASSETS in the foundation (excluding the operating budget): \$ _____

51. Of the total ASSETS indicated in #50, what is the amount of ENDOWED funds? \$ _____

52. List the total 1998-99 earned INCOME from the following:

- | | | | |
|---------------------------------|----------|------------------|----------|
| a. Endowed Interest/Investments | \$ _____ | e. Property Sale | \$ _____ |
| b. Property Rental | \$ _____ | d. Other | \$ _____ |

53. List the total contributions realized from the following SOURCES in 1998-99:

- | | | | |
|-------------------------------------|----------|----------------|----------|
| a. Individuals: received (Living) | \$ _____ | e. Foundations | \$ _____ |
| b. Individuals: received (Bequests) | \$ _____ | f. State Match | \$ _____ |
| c. Community/Civic Organizations | \$ _____ | g. Other | \$ _____ |
| d. Corporations | \$ _____ | | |

54. List the contributions generated by each of the following fund-raising METHODS in 1998-99:

- | | |
|---------------------|----------|
| a. Annual Fund | \$ _____ |
| b. Capital Campaign | \$ _____ |
| c. Planned Gifts | \$ _____ |
| d. State Match | \$ _____ |
| e. Special Events | \$ _____ |
| f. Other | \$ _____ |

55. Current value of all deferred gifts pledged to the institution in 1998-99: \$ _____

56. Specify board member contributions to the college in 1998-99:

	<u>Number of Board Members</u>	<u>Percent Board Who Donated</u>	<u>Total</u>
a. College Board of Trustees	_____	_____ %	\$ _____
b. Foundation Board	_____	_____ %	\$ _____

57. Indicate the importance of the following factors in EVALUATING the foundation operation:

	<u>Very Important</u>	<u>Important</u>	<u>Not Important</u>	<u>Not Applicable</u>
a. Increase in individual giving	_____	_____	_____	_____
b. Meeting institutional strategic goals	_____	_____	_____	_____
d. Membership in professional organizations	_____	_____	_____	_____
d. Number of new donors	_____	_____	_____	_____
e. Number of repeat donors	_____	_____	_____	_____
f. Number of scholarships awarded	_____	_____	_____	_____
g. Number of special events held	_____	_____	_____	_____
h. Percent revenue increase over prior year	_____	_____	_____	_____
i. Total dollars raised	_____	_____	_____	_____
l. Other _____	_____	_____	_____	_____

58. Has the foundation operation adopted a code of ethics advocated by a professional organization?
Yes ____ No ____

59. If "yes" for #58, indicate the code of ethics adopted:

- a. ☐ Council for Resource Development
 b. ☐ Council for the Advancement and Support of Education
 c. ☐ National Society of Fund Raising Executives
 d. ☐ Other _____

60. How critical are the following roles in the institution's foundation operation? Please rate each:

	Very <u>Critical</u>	<u>Critical</u>	Not <u>Critical</u>	Not <u>Applicable</u>
a. President	_____	_____	_____	_____
b. College Trustee	_____	_____	_____	_____
c. Foundation Board Member	_____	_____	_____	_____
d. Chief Resource Development Officer	_____	_____	_____	_____
e. Chief Affairs Officer	_____	_____	_____	_____
f. Chief Business Officer	_____	_____	_____	_____
g. Chief Student Affairs Officer	_____	_____	_____	_____
h. Grants Officer	_____	_____	_____	_____
i. Faculty	_____	_____	_____	_____
j. Student	_____	_____	_____	_____
k. Alumnus	_____	_____	_____	_____
l. Consultant	_____	_____	_____	_____
m. Consortia	_____	_____	_____	_____
n. Volunteer	_____	_____	_____	_____
o. Legal/Paralegal	_____	_____	_____	_____
p. Other _____	_____	_____	_____	_____

Thank you for participating in this important community college survey.

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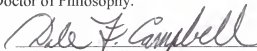
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A native Floridian, Sharon was born in Gainesville on January 3, 1958, and was raised in Cocoa. She graduated from Brevard Community College in 1977. She earned her bachelor of arts degree with a major in studio art and a minor in art history from Florida State University in 1979. She continued her studies at Florida State and, in 1981, was awarded the master of arts degree in humanities, with an emphasis on the contemporary era and a concentration in art history. Sharon began her doctoral studies in higher education administration with the University of Florida in 1998.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



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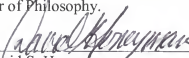
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